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Among Our Contributors

WILFRED A. BEARDSLEY, head of the Department of Romance Languages at Goucher College, has long been interested in the thought-content of textbooks. He is an authority on Anatole France and Miguel de Unamuno.

MRS. AGNES NELSON ARNOLD is an outstanding teacher of French and joint author of a successful introduction to French for junior high schools.

ROBERT HERNDON FIFE, Professor of German in Columbia University, has contributed a high order of constructive achievement to modern foreign language teaching as chairman of the executive committee of the Modern Foreign Language Study and its successor committees.

ARTHUR MINTON, a successful high-school teacher of French, combines the educator and the musician, with benefit to the teaching of modern foreign languages.

GUY R. VOWLES, Professor of German in Davidson College, has been a valued contributor to the *Journal*, his last previous article, "Vagaries of the Modal Auxiliaries in German," having appeared in the March, 1935 issue.

DANIEL D. FEDER and GRACE COCHRAN are exponents of the scientific approach to modern foreign language teaching problems. Their "Comprehension Maturity Tests: A New Departure in Measuring Reading Ability" appeared in the January, 1936 number of the *Journal*.

JAMES B. THARP, Assistant Managing Editor, needs no introduction to readers of the *Journal*.

DAVID M. DOUGHERTY and A. BUSSE and their associates merit the thanks of teachers of French and German for their useful book-lists.

Reading for Ideas

WILFRED A. BEARDSLEY

Goucher College, Baltimore, Maryland

BACK in the misty early days when the *Modern Language Journal* issued its first volume, it published an article by Professor Richard T. Holbrook on "The Editing of French Texts for Schools and Colleges." Two memorable sentences occur: "The student should never be allowed to forget that what he is primarily attempting to learn is the French language. If the texts that he uses are well chosen, his appreciation of French literature (inseparable from the medium in which it is expressed) will develop almost unaided. . . ."

Would that this last sentence had come true! Perhaps the joker here is the *if*-clause: "If the texts that he uses are well chosen . . ." Of a certainty neither then nor now do the students in the early stages of language study get any idea of French literature. Much less are they exposed to any ideas which might be of any slightest use to them in mature life. Here, possibly, is one reason why our pupils later have such a poor understanding of the French attitude in international problems.

As everyone knows, and as some have had the honesty to admit, we have always given innocuous and flaccid reading in the first two years of French, even in college. A girl recently graduated from a great woman's college expressed real surprise when I chanced to remark to her that French had one of the most vital and extensive literatures in the world: "What, French has a great literature? All I ever read in French was *Le Voyage de M. Perrichon* and *Colomba*!" She was probably grossly unfair, as students often are, but her basic impression was right. If the teacher had wanted her to know that there was any real literature—or ideas—in French, she would have read more than these texts. At that, she probably had forgotten *L'Abbé Constantin* and *Le Petit Chose*. It is immaterial; there is no impressive literary value in any of these.

If the reader believes that I am exaggerating the case, consider for a moment *Le Voyage de M. Perrichon*. It has run into a baker's dozen of English and American school-editions. Of all the masterpieces of French literature, it has had the most astounding success with American teachers. Professor Van Horne, making a study of the popularity of first-year and second-year French texts (*Modern Language Journal*, III, 148) was forced by facts to make this statement: "Among the texts included in the list for first-year French *Le Voyage de M. Perrichon* is by far the most popular. It has been used more than three times (*sic*!) as often as any other book."

Obviously only a hopeless fanatic in literature and ideas would claim that *Le Voyage de M. Perrichon* had no virtues as a text. It is indeed a very good burlesque, though rather in the Charlie Chaplin manner. Beyond this,

it is true that there are certain philosophical ideas concerning gratitude which might possibly be distilled from its teaching, though I have known no teacher who claimed to have used *Le Voyage de M. Perrichon* because of these ideas. Its chief utility to the profession is that of burlesque, and its tremendous popularity, even when Professor Van Horne wrote his opinion, is a frightful commentary upon the intellectual interests of American teachers of French.

Of course I am unfair to those teachers who use *Le Voyage de M. Perrichon* only casually as the comic relief in a varied offering of reading. I am also unfair in choosing *Le Voyage de M. Perrichon* as a symbol of our professional lack of intellectual interest. There are several dozen other texts habitually used in such language-courses which are quite as intellectually impoverished as *Le Voyage de M. Perrichon*, and by no means so amusing. I need not name them all. Any teacher can run through the list of readings he used last year, and find much of them trash.

Our method has admittedly been to anesthetize the student into doing so much reading, in order to learn a limited vocabulary by the most painless method possible. While anesthetized, the student presumably feels no pain. If carried to its logical conclusion, this theory would have the ideal student prepare his lesson while entirely unconscious, i.e., asleep. As a matter of fact, this is precisely what does happen very, very often.

Several interesting excuses are given for offering the student worthless reading material during the first year of language-study. I have heard forty or fifty teachers of repute say that real ideas could not be expressed without a difficult vocabulary. They firmly believed this, but it is obviously and speciously false. Descartes was not using difficult language when he pronounced his famous *Cogito, ergo sum; Je pense donc je suis*. From a philosophical point of view this Cartesian *dictum* is a complicated business; from a language-angle it is remarkably simple. I know of few more involved and irradiated thoughts than *J'ai une âme*, but there is no mystery whatsoever about the language. Certainly it would be as absurd to make a whole book of such phrases as to make a whole course of *Le Voyage de M. Perrichon* and *L'Abbé Constantin*. I merely cite two involved philosophical concepts which are ridiculously easy in language. There are literally hundreds of books in French, many of them edited for American students, carrying excellent thought-material, calculated to broaden the student's capacities, and calculated, furthermore, to give him the food so essential to the thought-process.

Why have we so persistently refused to give the student, especially the college student, anything really worthy of thought until, generally, his third or fourth year? Have we merely followed the easiest way, or have we really despised the thought-capacity of our students to the extent indicated? Perhaps we have grown a little soft in our own thought-processes

from years of teaching verb-forms, irregular plurals, and past participial agreements. At the present time all our most active professional brains seem to be occupied in making frequency-lists, and in determining whether the student should know one thousand, or one thousand one hundred, words after a year of college French. If we carry this mechanization of language-teaching to its logical conclusion, as we did for *Le Voyage de M. Perrichon* a few paragraphs ago, most of the human values in teaching will be wiped out, and modern foreign languages will attain the stage of perfection at present enjoyed by Latin and Greek: they will be dead languages, and the teaching of them will be very scientific indeed. At the last, the sciences will rule unopposed in the desert of the humanities.

The reader has a right to a more positive suggestion than has been made thus far in this article. My arguments have probably been a little testy, but, since I believe more than anything else that teachers cannot avoid responsibility for character-building in their students, I must be forgiven if the argument is not wholly without passion.

As to the constructive suggestion: if I believed that another committee could do the job, I should suggest that American textbooks be evaluated according to their thought-content. Here I am not referring to certain studies of "cultural" values of texts; these have been very useful, but they have not gone far enough. Perhaps some way might be devised for determining whether a book in its net philosophy would most often be helpful to the student, or harmful, or merely of no effect. However, I do not believe we need to have recourse to the usual academic refuge, a committee, to accomplish our purpose. I believe that we as individual teachers are entirely capable of reaching a very fair estimate of the thought-values, the emotional values, the character-moulding values of any book we really examine intently. All we need is to realize that we have a responsibility toward the student's character as well as toward his limited vocabulary.

Perhaps after we have examined it with the values in question, *Le Voyage de M. Perrichon* would still remain on our list. I do not know, and I do not care. In any case, it would be retained for a reason, and not from habit. But along with it would certainly appear something of Voltaire or Anatole France (not *Le Livre de Mon Ami*), some Bourget, Barrès, Cudel, Hervieu, Jules Romains, Claudel, and even a few sentences—oh, horror of horrors!—of Bergson. Then any student capable of thinking would have something to think about. It would be upsetting to our methodologists, of course, but what an inspiring change in language-study! Personally, I should not object to having all our texts devised by careful methodologists—if they would only leave a few thoughts and a little passion in their books.

Instruction in Foreign Languages

AGNES NELSON ARNOLD

Paul Junior High School, Washington, District of Columbia

(*Author's summary.*—For a concise and clear idea of the nature and effect of the Modern Foreign Language Study the writer recommends Monograph 24 of the National Survey of Education, by Helen M. Eddy. The most far-reaching benefit of the Study has been the adoption of a scientific method for investigation, experimentation, and solution of instructional problems in foreign languages.)

“**Q**UI trop embrasse mal étreint” expresses very well the feelings of the humble classroom-teacher who delves into the many volumes of the Modern Foreign Language Study, completed in 1927. To examine all of the findings and recommendations of this investigation is difficult for most of us, because of lack of time as well as the difficulty of obtaining the source-material; yet every up-to-date foreign language teacher wants to know what has been done and is being done to effect widespread changes in content and methods in her chosen field. The publication of Monograph No. 24 of the National Survey of Education, which appeared in 1932, has brought within her reach a concise report on Instruction in Foreign Languages. This monograph was prepared by Helen M. Eddy, Associate Professor of Romance Languages in the University of Iowa, Head of the Department of Foreign Languages at the University High School, Iowa City and Specialist in Foreign Languages of the National Survey of Secondary Education. To obtain her information Miss Eddy examined 207 courses of study in foreign languages, representing all sections of the country and all types of schools, and visited 263 classes, besides communicating by letters or personal conferences with teachers, supervisors, directors of curricula, members of research departments, principals and superintendents.

The findings of the Modern Foreign Language Study are still being studied, discussed, and evaluated. At the time of Miss Eddy's report it was yet too early, and perhaps still is, to find in actual use in the schoolroom many new-type courses following the principles suggested by the Study, although a number of schools had already been working along the lines suggested and others have since reorganized their courses of study. In the new-type courses provisions are made for more reading experience. Only the grammar essential for reading comprehension is included. The vocabulary is selected from standard word and idiom frequency-lists and the reading material is graded in difficulty on the basis of these lists.

To understand the trend of these courses we must realize that the traditional aims of the development of the ability to read, write, speak, and understand the spoken language have been replaced by a new set of objectives formulated by Coleman in his *Teaching of Modern Foreign Languages*, one of the most important volumes of the Modern Foreign Language Study. They are:

Progressive development of (a) the ability to read books, newspapers, and magazines in the modern language within the scope of the student's interests and intellectual powers; (b) such knowledge of the grammar of the language as is demonstrated to be necessary for reading with comprehension; (c) the ability to pronounce correctly, to understand and to use the language orally within the limits of class materials.

The Study showed that the amount of cultural material in foreign language reading texts was insufficient, so additional material of this nature, usually (and unfortunately) in English, is provided in the new courses. Correlation with the subject-matter of other fields is attempted, particularly with the Social Studies, English, and Latin for the cultural objectives, with the Art and Manual Training departments in the construction of *realia*, and with the Music and Speech departments in the performance of extra-curricular activities.

Various methods of providing for individual differences in the ability and interests of the pupils was discovered. In some cases, special courses were organized for pupils who found, after eight weeks of the regular course, that they would do better in a special two-year course in which more reading and less grammar were required. The contract plan is used in some schools, with varied methods of dividing the material into homogeneous units. This has been facilitated by the word and idiom frequency-lists. In other schools, special promotion of superior students has been adopted and in many instances individual supplementary reading and outside projects are employed. Supervised study during half the class period is commonly practised. The influence of the junior high school in directing attention to adolescent needs is evident in the variety of activities suggested by new-type courses, such as projects, contests, songs, clubs, dramatizations, and plays. Visual materials include maps, charts, posters, casts, coins, pictures, models, films, stereographs, slides, and motion-pictures.

The question of measuring the learning product is one which was given much serious attention in the Study. Perhaps one of its most valuable contributions to the teaching of modern foreign languages has been the setting up of new objective tests. The battery of tests for French, German, and Spanish to test silent reading, vocabulary, grammar, and composition, was of necessity based on old-type courses, but, using them as a model, uniform standards have been established in some of the large city-systems, such as Cleveland, Ohio.

Few outlines of new-type courses were available in printed form and much freedom had been left to the individual teacher to formulate the course. The objective uppermost in the minds of the best teachers seems to have been training in understanding the spoken language. The teachers spoke the foreign language most of the time and were well understood by the pupils. Considerable attention was paid to correct pronunciation. The observer's criticism is that in the oral work the teacher does most of the

talking, instead of so organizing the work that the pupils will use the majority of the time in effective practice. In the content of the course, the emphasis is still falling upon grammatical rather than reading material. Writing consists largely of translating from the native tongue or doing grammar exercises, instead of free composition. Perhaps this practice can be traced to the bugaboo of local, state, or college board examinations, the only requirement of the teacher in some systems being that the pupils must pass the examinations.

On the other hand, in classes where the teacher was experimenting with the new-type course, the reading aim was held uppermost in the minds of teacher and pupils. Comprehension of assignments in silent reading was tested by a short objective test, followed by brief discussion and then more reading. Recognition-type grammar was pursued in exercises based on points most commonly encountered in reading. Failure to organize material seemed to have resulted in neglect of the cultural objectives of familiarizing the pupils with the foreign country and people as well as the derivation and meanings of English words borrowed from the foreign language.

The selection of textbooks either locally or by the state is necessarily of great significance in the revision of the course of study. In states where certain texts are prescribed, even as to choice of reading material, the teacher is not free to adapt either content or technique to the new objectives. In other systems, the courses of study may present only the *minima* of grammar, reading, and vocabulary to be covered in successive years, leaving a flexibility in order of presentation which makes the courses adaptable to new methods.

The influence of the requirements of the College Entrance Examination Board on the courses of study in modern foreign languages has long been recognized. Although few courses of study examined by Miss Eddy made specific reference to the Board, extra drill-exercises for pupils expecting to take the College Entrance Examinations were found in several schools visited. One course of study stated: "The College Entrance Examination Board requires translation, therefore we must teach it." That is the usual excuse offered for retaining practices "that were prevalent at the close of the Spanish-American War," says a special committee appointed to investigate the need of revision of the requirements of the College Entrance Examination Board. The definition of requirements proposed by the Commission on Revision and subsequently adopted by the Board sets forth objectives for the first two years which resemble very closely those proposed by the Modern Foreign Language Study; namely, development of the ability (a) to read with understanding simple prose with a basic recognition of approximately 2000 to 3000 words in their normal uses and in idiomatic combinations; (b) to pronounce intelligibly; (c) to understand and use the language orally within the limits of the pupil's classroom experience; (d)

to write the language within the limits of the pupil's active vocabulary. Objectives of the third and fourth years call for a continuation in the development of these same abilities, with special attention to oral and written reproduction of texts read and to free oral and written expression in the foreign language. The ultimate objective of a better understanding of foreign civilization is stressed.

Only a few reports were available on results obtained in the schools where the new-type course had been introduced, but one has been submitted by Dr. F. D. Cheydleur, Professor of Romance Languages at the University of Wisconsin, which shows, at the end of one year of study of French under a new-type course, a 12 per cent gain in vocabulary over the national norms and an 18 per cent gain in silent reading, with a 14.5 per cent loss in synthetic grammar. It is obvious, as Miss Eddy points out, that better results may be expected when more and better graded material is available, when new-type tests are constructed to measure the content, and when teachers have had more experience in the new technique involved, as well as experience a change in their traditional point of view in regard to objectives.

One serious defect in the adoption of the new program has been the tendency to add to the original course more reading material than can be assimilated by the pupils. There still exists a wide difference of opinion as to the best method of achieving reading ability, whether by intensive study of a few reading texts or by both intensive and extensive reading in large quantities.

There is a wide range of practices in the language classes of the junior high school. Courses begin in every semester except the second semester of the ninth grade. There is a marked tendency lately to postpone foreign languages to the ninth grade, which seems inconsistent with the claim that new courses of study take into consideration the general objective of the junior high-school curriculum and adapt the content and methods to pupils of this age. Elective exploratory courses must appear before the ninth grade to fulfill these aims. In some schools, as in the New York City junior high schools, increased emphasis on reading and the subordination of writing, as recommended by the Study, have been incorporated in the course of study.

General Language courses are offered in some junior high schools, covering a semester or a year of work and including the history of the development of language, especially English, an introduction to the results of comparative philology, and exploratory lessons in several different languages. The objectives of these courses are grouped to three types:

1. *Orientation-Guidance*: to develop a "language-sense" and to provide sufficient foreign language study to enable the pupil to choose or avoid a foreign language for further study.

2. *Academic*: to give some knowledge of the evaluation and development of language, especially English, and of the organizing principles common to all languages.

3. *Appreciative*: to create a greater interest in and appreciation of English, a sympathy and goodwill toward foreign peoples, and interest in language study for itself.

The aims, content, and values of the General Language course need more definite organization, however, based on experimentation. Observation of junior high-school classes indicated that the best teachers have already successfully shaped the course-content and devised pupil-activities suitable to the adolescent age. The problem of articulation of the junior high-school course with the senior high school still remains. In some large city-systems, for example, pupils from junior high school are placed in mixed classes containing older pupils, some of whom are taking their second foreign language and others of whom are beginning their first foreign language. An investigation, made recently on a small scale, showed that many of the junior high-school pupils thus situated did as well or better than the older pupils, but there are many variable factors in such a study, and much investigation and research is to be done before decisive and convincing answers can be given to the question of the value of beginning early the study of a foreign language.

In summary, a perusal of this very complete report by Miss Eddy should arouse every thinking teacher of modern foreign languages to the need for much searching and progressive study of current problems with the hope of arriving at solutions based on scientific research. Perhaps the greatest single benefit derived from the Study has been the adoption of the policy of scientific investigation of the situation and the selection of subject-matter and classroom procedures based on objective proof that they are the best possible to meet the needs of the situation. Objective standards of achievement based on actual classroom experience must be set up. It is a challenge to all of us to do our bit in adjusting and strengthening the unique position of foreign languages in the curriculum in order that all pupils who so desire may enjoy the benefits to be derived from the study of a foreign language.

The Committee on Modern Languages of the American Council on Education

ROBERT HERNDON FIFE

Columbia University, New York City

THE present Committee on Modern Languages, working under the American Council on Education, is a continuation of undertakings that began a dozen years ago. In the spring of 1928, after the American and Canadian Committees had finished their surveys of modern foreign language teaching, the Council, which had sponsored these undertakings, appointed a Committee on Modern Language Teaching to complete the publication of the results. This task finally came to an end in 1931 with the issue of a summary of the reports and other efforts of the Committees during the preceding six years. These volumes, or some of them at least, are now fairly well known to teachers of the modern foreign languages, and their contents have found also some recognition from administrators and from publishers especially active in the modern foreign language field. The Committee on Modern Language Teaching, with the approval of the American Council, also carried on a series of further experiments and researches. These were then brought before the educational public in two volumes: *Analytical Bibliography of Modern Language Teaching* (University of Chicago Press, 1933) and *Experiments and Studies in Modern Language Teaching* (University of Chicago Press, 1934). Both were compiled by Professor Coleman, the former from studies made under his own direction. The latter volume contained the findings of certain experiments undertaken under the sponsorship of the Committee, and of surveys and other researches which were largely the result of further study of materials for instruction.

Having completed the tasks contained in its original program, the Committee on Modern Language Teaching was dissolved at its own request at the end of 1934. In response to a feeling expressed from several sides, the financial supporters of the Committee, the Carnegie Corporation of New York and the Carnegie Foundation for the Advancement of Teaching, made a small appropriation for the use of the American Council for maintaining contact with the field of modern foreign language teaching and for such further studies as it might be possible to carry out within a limited range. A new committee was therefore appointed by the Council in October, 1935, consisting of the following members: Algernon Coleman, University of Chicago, *Secretary*; Robert Herndon Fife, Columbia University, *Chairman*; V. A. C. Henmon, University of Wisconsin; Hayward Keniston, University of Chicago; James B. Tharp, Ohio State University; and George F. Zook, President of the American Council on Education. In view of certain new responsibilities which it was to assume, the title of the Committee

was made somewhat more general by designating it "Committee on Modern Languages."

A meeting was held in Washington February 1-3, 1936, and a program adopted. This includes the following projects:

1. The publication of a frequency-list of Spanish syntax prepared by Professor Keniston.
2. The preparation of a French syntax-study of a similar character under the direction of Professor Coleman.
3. The preparation of a German syntax-study under the direction of Professor E. W. Bagster-Collins.
4. The completion of the standardization of a college reading-test in French by Professor F. D. Cheydeur at the University of Wisconsin, as part of a general undertaking for the production of French and German reading-tests to meet the so-called "reading requirement", imposed by certain colleges in lieu of courses in these languages required for graduation.
5. The preparation of an analytical bibliography of modern language teaching to cover the five years, 1933-37, as a continuation of that for the preceding five-year period mentioned above, again under the direction of Professor Coleman.
6. The collection of information regarding present research on teaching problems in modern languages under the direction of Professor Tharp.
7. A study of the relationship between oral and aural skill in modern languages under the direction of Professor Tharp.

In addition to these projects the Committee also accepted a commission to distribute a list of English words designed as material for the instruction and testing of foreign students of English. This is the outcome of a conference held in New York, October, 1934, under the sponsorship of the Carnegie Corporation in an effort to co-ordinate various attempts that were in progress to simplify and standardize the materials for teaching English, particularly in areas of foreign speech. The conference was attended by a number of persons interested in vocabulary-selection from Great Britain and the United States, and it agreed upon certain principles for the choice of a selected list. The work of preparation was assigned to a sub-committee consisting of Lawrence Faucett, now of the London Institute of Education, Harold Palmer, founder of the Tokio Institute for Research in the Teaching of English, and Michael West, with the co-operation of Edward L. Thorndike. Meetings of the sub-committee were held subsequently at Columbus and Chicago and finally at the Colonial Office in London in June, 1935, where other members of the original conference were also present. As a result, a report has been prepared which is now available.¹

¹ *Interim Report on Vocabulary Selection for the Teaching of English as a Foreign Language* (London: P. S. King & Son, 1936, vii, 506 pp.). It is, as will be noted, a book of considerable size. Parts I-III discuss in a few pages the purposes of the word-list and the criteria of word-values; Part IV classifies the words selected as structural words, adjectives and adverbs, verbs and nouns, with subgroups (twenty-four for nouns) categorizing according to function and content. A number of words are designated as doubtful or as excluded or still *sub-judice*, and this section (Part IV) is distributed as a questionnaire (fifty-five pages!) with blanks so that teachers may note regarding the acceptance or retention of any word, or make new suggestions. More than four-fifths of the *Interim Report* is given to the general service list of approxi-

This contains a list of selected English words of a general service character, with full data on the criteria for their choice. The list is admittedly tentative in character and the report invites study and experiment on the part of teachers of English in bilingual and other areas where the interest in instruction is active. As a further feature it suggests a list of basic problems involving the materials and methods of teaching a language to persons of other speech. While they concern primarily instruction in English, some are of interest also to the student and teacher of other modern languages. It is hoped that those who receive the report will recognize its provisional character and will use it as a basis for experiment and criticism so that eventually the list may be revised and made more widely available as material for syllabus-making, instruction, and testing. The report will be distributed from the London Institute throughout British areas and by the Committee on Modern Languages to America and its dependencies. These two agencies will co-operate in distribution to other parts of the world.

In accepting this commission, the Committee feels that it is making a definite contribution to the common cause of language teaching. This does not mean, however, that it will not concentrate on its main purpose, which is to investigate and stimulate experimental approach to the teaching of modern foreign languages in this country. The interest of modern foreign language teachers will turn especially to the Committee's effort to supplement the work of its predecessors in the selection of word and idiom material by carrying through similar studies in syntax. Professor Keniston, who has devoted some years to the study of Spanish syntax-frequency in earlier periods of the language, has now completed the assembly of the results of a frequency-count in modern Spanish, from 1870 to 1930. It is hoped that the results of this last undertaking, which are now in manuscript, will appear during the present academic year. It may be assumed that they will be of great importance to teachers and textbook-makers in selecting the most useful forms and arranging them in the proper sequence for instruction in Spanish grammar. Of the French and German studies it can only be said that they are now under way and that the checklists have made considerable progress. The initial difficulties are very great, as will be recognized by all who have had any contact with the field of syntax. The results should eventually be indispensable in replacing present uncertainties in respect to grammatical material with reliable, quantitative data. The three syntax-studies should lead to the discovery of what is really essential to the student in his early stages of instruction, something which is now largely a matter of tradition or guess-work.

mately 2000 caption-words, with brief sentences illustrating varieties of meaning and phrases of pedagogical importance. The selection and arrangement of meanings is an interesting experiment with semantic values in English, approached from the pedagogical viewpoint. The whole is carefully and beautifully printed. About 500 copies have been distributed by the Committee to Latin America, the Philippines, Hawaii and China, as well as to agencies responsible for teaching English to foreigners in this country.

The Song Program in the Assembly

ARTHUR MINTON

Boys' High School, Brooklyn, New York

THIS article deals specifically with French songs, but the procedures described might be applied to songs in any language.

Experience had shown that the response of the average high-school audience to a song-program in recital style hardly justified the labor involved in the preparation of the program. The problem, then, was to find a way of focusing interest and of providing, in quick-order fashion, some of the background that is necessary for the full enjoyment of traditional songs of France. In general terms, it was the constant problem of the high-school teacher to give mature matter significance for immature minds.

The solution of the problem was the "operalogue"—a term that is perhaps more convenient than beautiful. The "operalogue" is a combination of original story, explanation, and possibly dancing, all woven around a group of songs. The making of this "continuity" had such beneficial results, not only for the assembly program, but for teaching, that an account of it may be of some general interest.

The following continuity, for a program of *bergerettes*, will serve as an example. All the songs cited are found in *Bergerettes*,¹ compiled by J. B. Weckerlin.

The setting is a wood, suggested as well as resources permit, with painted scenery or freshly-cut greenery. All the characters except the mother and the old woman are costumed as shepherds and shepherdesses. At several points in the course of the performance a speaker standing at the side of the stage explains the content of the songs, and gives any other necessary information.

At one side a shepherd, with his "musette" in his hand, lies asleep. A dance by shepherdesses may be introduced here. Lisette appears and sings *Par un matin*. The first four couplets and the refrain are sufficient. It may be possible to represent the singing of the nightingale by a call on the flute or by a whistle.

As the song ends, an old woman carrying a bundle of faggots enters and greets Lisette; then the woman sings *Jeune fillette*, advising the girl, "Profitez du temps." After her song the old woman bids Lisette goodby and leaves. Lisette discovers the shepherd, and expresses confusion. She sings the exquisite *Que ne suis-je la fougère?*

The shepherd awakes and greets Lisette, but now she draws away. He sings the refrain of *Lisette*, beginning "Lisette est faite pour charmer." As he finishes, Lisette sees her mother approaching and cries, "Ma mère!"

¹ Published by Oliver Ditson Co., Boston, and obtainable there or from G. Schirmer, 3 E. 43d St., or Carl Fisher, Cooper Square, New York City.

The shepherd hides. When the mother enters, Lisette runs to her and sings *Maman, dites-moi*, telling the mother about the shepherd who loves her. The mother disapproves and makes Lisette leave with her. When they have left, the shepherd reappears and sings *O ma tendre musette*, complaining to his musette of Lisette's desertion:

Toi qui chantaïs Lisette,
Lisette et les beaux jours—

As he goes off slowly, still singing, shepherdesses may enter from the other side and dance.

Suitable music for the dances is contained in Volume 1 of the *Anthology of French Piano Music* compiled by Isidor Philipp (Oliver Ditson Co., Boston). Especially recommended are *Le tambourin* of Rameau, the *Courante* in E minor of Lully, and the *Gigue* of Loeilly.

The "operalogue," in addition to its effectiveness in the assembly, has considerable value as a teaching device, if its composition is made a class project. The procedure is as follows:

A collection of songs is put into the hands of a committee or of a whole class (depending on the number of available copies) with the invitation to devise an opera scenario that will require the singing of not more than ten of the songs, and that may include dancing. The story must be consistent with the content of the songs chosen, though it is permitted to use selected stanzas instead of a whole song. After the scenarios have been made, they are discussed and criticized in class from the points of view of dramatic interest, effective use of songs, and feasibility of production.

This procedure furnishes motivation for both extensive and intensive reading, since the first necessity for the making of the "operalogue" and for the subsequent discussion is familiarity with a number of songs, and the larger the number the better. The student is impelled to read as widely as possible because he will thus be better enabled to do what is a piece of creative work of a sort, yet one that is entirely within his powers. Indeed, finding relationships among a number of songs in this way calls for a kind of ingenuity in which young people seem to excel. Some of the resulting scenarios are sure to furnish surprises.

An excellent collection for the purpose is *Chants français*, obtainable from Professor Albert Cru, French Service Bureau, Teachers College, Columbia University, New York (price, \$1.00). Professor Cru's compilation is voluminous and comprehensive.

Norwegian Loan-Words

GUY R. VOWLES

Davidson College, Davidson, North Carolina

PERHAPS some of the readers of the *Journal* who do not read Norwegian would be interested in a list of loan-words in that language, old friends in a strange garb. The words in the list appended are all taken from one modern novel, *Når markene pløies*, by Waldemar Brøgger (Oslo: Aschehoug & Co., 1935). Not included are numerous words with the *-tion* suffix (*posisjon*, etc.), and those taken over without change of spelling, such as *gear*, *clutch*, *atelier*. Norwegian has no voiced sibilants, so French *j* and soft *g* are pronounced like our *sh* (Norwegian *sj*, *sk*, and *skj*).

adjø, <i>adieu</i>	geriljakrig, guerilla-warfare	presidentpaleet, the executive mansion
bagasje, baggage	gevær, <i>Gewehr</i>	paraply, <i>parapluie</i>
betong, <i>béton</i>	maskingevær, machine-gun	perrong, <i>perron</i>
bil, automobile	giljotin, guillotine	plysjuduk, plush table-cover
brandbil, fire-truck	gjeng, gang: hele gjengen, the whole gang	prestisje, prestige
drosjebil, taxi	intermesso, intermezzo	prinsipp, <i>principe</i>
lastebil, truck, lorry	intervju, interview	sjakk, <i>Échach</i> (cf. <i>schach-matt</i>)
politibil, police-car	kalosje, <i>galoche</i> , galosh	sjalu, <i>jaloux</i>
sykebil, ambulance	kjeks, cakes	sjalusi, <i>jalousie</i>
buljong, <i>bouillon</i>	kjemisk, chemical(ly)	sjef, <i>chef</i>
chatoll, <i>Échatulle</i>	kupé, <i>coupé</i> (infected forms)	sjokk, <i>choc</i> , shock
chauffør, <i>chauffeur</i>	kupeer, <i>kupeen</i>)	skisse, <i>Éfisse</i>
busschauffør, bus-driver	likør, <i>liqueur</i>	skjema, <i>schéma</i>
drosjechauffør, taxi-driver	losje, <i>loge</i>	snobbethet, snobbery
detalj, <i>détail</i>	lunsj, lunch	statskup, <i>coup d'état</i>
drosjebil, droški, taxi	marsj, <i>marche</i>	taksi, taxi
dusj, <i>douche</i>	marsjere, <i>marcher</i> , marchingieren	teknikk, technique
ekshibisjonisme, exhibitionism	miljø, <i>milieu</i>	terreng, <i>terrain</i>
etasje, <i>étage</i>	mitraljøse, <i>mitrailleuse</i>	toalett, <i>toilette</i>
fasade, <i>façade</i>	nyanse, <i>nuance</i>	trikkespor, (trikk, from electric) street-car track.
flakong, <i>flacon</i>	palé, <i>palais</i>	
gasje, <i>gaje</i> , wages		

The Role of Realia in Teaching Modern Foreign Languages in Germany

STUDIENASSESSOR G. KÜHNE

*Member of the Staff of the Dorotheenstädtisches Realgymnasium,
Berlin, Germany*

WHEN Dr. Schmidt, Headmaster of the Dorotheenstädtisches Realgymnasium, at the request of Mr. Henry Grattan Doyle, Managing Editor of the *Modern Language Journal*, asked me to write an article on the method by which modern foreign languages are taught at our school, I accepted with great pleasure.

The methods of modern foreign language instruction in schools change constantly. There has been and always will be an endeavor to modify and improve both the theory and the practice of teaching. Many people have devoted lifetimes to the working-out and refinement of methods based on the latest scientific principles, but there are still many problems left to be solved and questions left to be answered. Thus each success achieved after long laborious experiments may well be recorded, in order that those who are interested may accept and refine it if they find it worth while. Moreover, in this particular case, a clarification to teachers abroad of the joint efforts of German masters and pupils to obtain a fair picture of the essential character of foreign nations may contribute to bringing about a better understanding of our work.

Although the purpose of this article is primarily to give an account of the development of the use of *realia* in modern foreign language classes at our school, it is necessary first to glance at the general aims of teaching modern foreign languages in Germany. The study of modern foreign languages in school—I refer only to French and English—is not only intended as linguistic training, although, of course, great stress is laid on knowledge of the languages proper. The Direct Method is mostly used in the French and English lessons, even in the beginning classes. This means that only the foreign language is spoken by both teachers and pupils. It may appear difficult at first to avoid the native tongue from the very start, but this is accomplished by constructing simple sentences with the help of everyday objects. In the more advanced classes usually an original text is interpreted, analyzed, paraphrased, and finally read. Unfamiliar words and expressions are made clear by more familiar synonyms or explained in a few plain words. Only in cases where this is found to be too cumbersome is the German equivalent used. Thus in a relatively short time the pupils acquire considerable fluency in the foreign tongue.

We fully realize the dangers involved in such a procedure. Sometimes the boys do not understand the exact meaning of a word; they only guess at it from the context. In this case the passage is translated, not word for

word, but into idiomatic and elegant German. In this way a linguistic instinct for the structural differences of the two languages is awakened. The study of grammar and of idiomatic and difficult expressions is not neglected. The Inductive Method is followed in the treatment of rules of grammar; that is to say, in reading a text, various cases of the same grammatical construction are collected and arranged under definite headings. Finally the rules of grammar are formed by the pupils themselves.

All these linguistic exercises, however, though they naturally fill up a good deal of the lessons, especially in the lower classes, do not at all satisfy the aims of our modern foreign language work. Language as a means of communicating thoughts expresses, in its manner and matter, special traits typical of the man who speaks it, both as an individual and as a member of the nation to which he belongs. Learning the English and French languages should be at the same time a study of the characteristics of the British, American, and French nations as they have grown up in the course of their histories.

Twenty years ago only the literature of these peoples was treated in German schools. In the following ten years it was recognized that this form of teaching was too one-sided. Therefore, attention began to be paid to all aspects of the life of these nations which might give an idea of their points of view and culture. Essays and books dealing with geographical, ethnographical, historical, sociological, and economic subjects were read and discussed. This brought out a great variety of national traits, which then had to be reduced by teachers and boys together to a few essential characteristics of the people in question. Today we consider that even this way—valuable as it may be—does not lead to the very essence of another nation. The classification of the numerous qualities, manners, and customs of a people under a few basic heads is too abstracted from reality and fails to give an insight into the unanalyzable forces beneath the surface. We do not want to study an artificially constructed person, but a real living being, and we try to apprehend his intrinsic nature intuitively. This point of view does not intend to supplant the former methods of teaching, it only wishes to deepen their effect.

We realize that members of one nation can never understand the inner workings of another people's soul completely; there are fundamental differences between them, produced by heredity, environment, and tradition. At the same time this very fact compels us to recognize the idiosyncrasies of another nation. We respect its culture and traditions and hope that a similar regard will be shown for our own. To be sure, many influences of one nation upon another can be pointed out. The results of the genius of one people are adopted and developed further by the other, both for its own good and in order to contribute to the progress of mankind.

Finally, in our lessons we compare the characteristics of the country

in question with those of our own in order to know ourselves better. For it is much easier to judge a thing from a distance, because you only see its prominent features, while if you are in close connection with it, you may be misled by personal prejudices. This comparison reveals our own faults and virtues to us and stimulates us to do our utmost to become better.

These considerations make evident the necessity of having ample materials at the teachers' disposal to acquaint the pupils with the language, customs, and mentality of the people to be studied. It was this idea which motivated our principal, Dr. Schmidt, in instituting the special modern foreign language classrooms of the Dorotheenstädtisches Realgymnasium.¹

Day in and day out the curriculum presents a great variety of subjects to the pupils. They must continually direct their attention to a new problem; furthermore, the intervals between classes, with playing, walking, and talking in the schoolyard, make it difficult for them to collect their thoughts again. Therefore, any means which helps to concentrate the minds of the boys on the subject at hand is welcomed. When the pupils enter a room, the walls of which are covered with English pictures and printed phrases, they will unconsciously be affected by its atmosphere.

There are two points of interest in connection with the furnishing of these rooms: first, the way in which the material was collected, and secondly, the manner in which it has been arranged. In 1928 Dr. Schmidt undertook a journey to France, with a member of his staff and twelve boys, visiting Normandy, Brittany, and Paris in order to improve the pupils' knowledge of the French language, countryside, and art as much as was possible during a three weeks' trip. In 1929, on a similar excursion to England, Dr. Schmidt had two teachers and eighteen boys with him, but the plan of this tour differed completely from that of the journey to France. The goal was to bring the German boys into closer contact with English people and customs. After some inquiries, Dr. Schmidt succeeded in receiving an invitation from the headmaster of Bishop's Stortford College, a modern English "public school" situated between London and Cambridge, to spend a fortnight there with his group of pupils. The boys lived partly in the houses of the college as comrades of the "boarders" and partly as guests in the families of the "day-boys." In preparation, the pupils were carefully trained in their knowledge of the English language, culture, and institutions, as well as in their social behavior, in order to make the trip profitable not only for themselves, but also for their hosts. There was perfect harmony between the English and German boys, and several lasting friendships arose. The last few days of the Germans' stay in England were reserved for visits to famous places, such as Oxford, Cambridge, Worcester, Winchester, and London. Dr. Schmidt returned the hospitality of Bishop's

¹ It may be mentioned in passing that similar experiments made in America are known in Germany.

Stortford College by inviting its headmaster to bring a group of pupils to spend the Easter holidays in Germany the following year. A second journey to England took place in 1931.

During these three trips the materials were collected which were later to serve as *realia* in the modern foreign language classrooms. Some time later the material for the American room was gathered by Dr. Geisler, a modern language teacher in this school, who had been an instructor in the Lincoln School of Teachers College, Columbia University. A great variety of pictures, books, busts, flags, posters, programmes of performances attended, and even an English doorknocker, had been brought home. Out of this material a small number of the most characteristic *realia* had to be chosen and arranged properly.

The method which had been applied in fitting up the *Cabinet Français* was based on the view that it has been the peculiar gift of French artists to represent themselves and their time in their works, so that in each period of French history these works excellently illustrate the development of the French mind. The material was, therefore, grouped under the following headings: *Époque Romaine*, *Époque Romane*, *Époque Gothique*, *Renaissance*, *le Siècle Classique*, *le Siècle des Lumières*, *Époque Moderne*. It is impossible in the short space of this article to do more than mention the outstanding features of this collection.

On the part of the wall devoted to *l'Époque Romaine* we find in one picture the stones of Carnac, indicating the Celtic period, and in others various ruins of Roman buildings: Maison Carrée de Nîmes, Arène d'Arles, Arène de Lutèce, Thermes, Cluny, Carcassonne; there are also photographs of the Panthéon, the Arc de Triomphe, and the monument to the Unknown Soldier in Paris, as modern examples of Roman architecture. To the Panthéon and Arc de Triomphe some pictures of the Pucelle d'Orléans and Napoléon are added.

The *Époque Romane* is symbolized by a colored placard of the cathedral of Vézelay mounted on canvas. A very important acquisition is a set of seventy-six postcards ranged in a frame along two whole walls and representing the Bayeux tapestry. It displays the Norman Conquest in detail and the arms and ships as well as battles and feasts of the Normans. This tapestry is supposed to have been worked by William the Conqueror's wife, Mathilda, and her ladies-in-waiting in 1077.

The *Époque Gothique* is illustrated by several photographs of Gothic cathedrals in Paris, Rouen, and Bayeux, imitations of stained-glass windows and a few casts of *Chimères* and *Gargouilles* from Notre-Dame. The various manners of life of this epoch are demonstrated by frames showing crusaders, monasteries, universities, manuscripts, legends of different kinds, moralities, and miracle-plays.

Numerous reproductions of castles near the Loire and of the Louvre give us a fair idea of the magnificent art of the *Renaissance*. Under the

heading *Siècle Classique*, a copy of Rigaud's Louis XIV, three large prints of Versailles, and copies of portraits of Richelieu, Corneille, and Racine, are among the things to be seen. In similar ways the *Rococo*, *Empire* and *France Moderne* styles are portrayed.

The windows, the door, and suitable spots on the wall bear phrases often met with in everyday life in France, collected by the boys during their journey: *Il est défendu de se pencher en dehors de la fenêtre. Respectez la propreté nécessaire à l'élégance de cette chambre et indispensable à votre confort. Jetez votre papier dans la corbeille. Ne laissez pas les enfants jouer avec la serrure.* They lend a humorous tone to the otherwise academic atmosphere.

Similar signs meet the visitor's eye when he enters the *English Study*. Only a few may be mentioned: *Keep off the door. Do not lean out of the window. Put your waste-paper into the basket. Time flies, mind your own business.* In other respects, however, the arrangement of this room is entirely different from that of the *Cabinet Français*. A chronological survey of the periods of English history as they manifest themselves in works of art would not get at the essential traits of the English character. For this reason a non-historical classification has been chosen, which gives a clear insight into it: *History, Constitution, Traditionalism, The British Empire, Art, Architecture, Poets' Corner, Education, London, Theatre.*

The illustrations under the general heading *English History* are grouped in six different frames to express prevailing ideas of the various epochs. The first frame, for instance, covers English history from its origins down to 1066: the Celts, the Romans, the Anglo-Saxons. In this frame the Britons are shown as fishermen and hunters, and venerators of the sun in their place of worship, Stonehenge, and the Romans as builders of Bath and of the Wall of Hadrian. The Anglo-Saxon period finds its expression in pictures of King Alfred, the *Witenagemôt*, and a shrine of Edward the Confessor. In like manner all English history is illustrated, enabling the spectator to obtain a graphic impression of its complicated course.

King John signing the Magna Carta dominates the collection entitled *Constitution*. Photographs of this famous document itself and of the Houses of Parliament and a number of other historical souvenirs complete this section. *Traditionalism* shows many aspects of the conservative character of English institutions and public life. The exhibit *The British Empire* consists chiefly of a wall-map on which the British possessions are specially marked. *Art and Architecture* gives a general survey of the best works of English artists. Under the heading *Poets' Corner* a cast of Otto Lessing's Shakespeare Monument at Weimar is surrounded by twenty portraits of famous English authors, from Chaucer to Bernard Shaw and Galsworthy. A copy of *Beowulf* is also included. The group *Education* is made up of photographs of universities, schools, and the army; while *London* contains a colored print of the Thames and many pictures of famous London build-

ings. Under *Theater* the development of the English stage is traced.

In fitting up the *American Room*, Dr. Geisler followed similar principles to those which underlay the establishment of the *English Study*. *History*, *Citizenship*, *Landscape and Cities*, *Economic Life*, *Education*, and *Literature* are the leading subjects.

The exhibit *History* emphasizes the brave and persevering spirits of the first settlers and their desperate struggle for freedom. A facsimile of the Declaration of Independence bears witness to their determination. A large bust of Washington draped with the "Star-Spangled Banner" symbolizes the inseparable bond between America's national hero and the nation he founded. Not only soldiers, but also colonists, merchants, and industrials are to be found as makers of American history, the men who laid the foundations on which America's world-power has been built up. The latest acquisition is an autographed photograph of President Roosevelt, which was obtained for the American Room through the good offices of Miss Helen Griest of Wooster, Ohio.

The section *Citizenship* deals, among other things, with the constant process of Americanization in the great melting-pot which is America. Due credit is given to the many Germans who have helped to build up the new nation. The group of pictures entitled *Landscape and Cities* depicts the mighty scenic wonders and the immense buildings, bridges, roads, and railway-lines of the country. *Economic Life* aims to give an understanding of the attitude of Americans towards finance, industry, and trade. We admire their enormous energy, ingenuity, and executive ability when we look at the pictures of different kinds of factories and of such leaders as Edison, Carnegie, Ford, and Rockefeller. Scenes of modern American school-life give an insight into the problems of American education and stimulate discussion of its aims and methods. Photographs of leading authors and poets, including Emerson, Longfellow, Poe, and Walt Whitman, comprise the literary corner of the room.

Besides the various pictures and other *realia* referred to, each of the modern foreign language classrooms has a cabinet containing books and maps of the respective country. Mimeographed guides to the English and French rooms have been prepared by the boys in *Arbeitsgemeinschaften* (hobby-groups).

The purpose in establishing these rooms has been the gradual awakening in the boys of a feeling for the spirit of foreign nations as expressed in their historical development. These *realia* are not intended primarily to be studied and discussed individually for their own sake, but to furnish a background against which the various books and stories read in class will appear in their true perspective as parts of the whole. Of course, these *realia* are only objects, but the teacher by his interpretation can inject a vitality which will enable the boys to see behind these things the pulsating life and the active energies of great nations.

A Study of Individualized Instruction at the College Level

DANIEL D. FEDER AND GRACE COCHRAN
State University of Iowa, Iowa City, Iowa

IN order to facilitate the greatest possible growth for each student in mastery of the subject-matter while at the same time enabling him to develop certain desirable habits of scholarship, the Department of French at the University of Iowa in September, 1933, undertook a program of individualized instruction.

The principles of individualized instruction provide that the student shall work thoroughly and consistently at the pace and level for which his abilities and experience best suit him. They require that he shall attain a level of proficiency in the subject commensurate with the standards set by the department. The student-centered classroom becomes a laboratory for student-teacher companionship in study, and examinations assume their rightful proportions as instruments for the self-evaluation of progress. The specific ways in which these principles were realized are as follows:

1. *Recognition of the individual.*—The use of aptitude and placement examinations, administered by the University and the Department, furnish an extensive diagnosis of each individual's innate abilities and the effects of his previous educational experiences.

2. *Every student working at his best rate of speed and natural level of ability.*—While superior students may find it unpleasant or exceedingly difficult to work on the dead level which is inevitable in any well-planned classroom aiming at steady progress, there is another group of students at the other extreme in ability who find the pace too swift and too difficult. Thus, in the typical classroom set-up the needs of about fifty per cent of the students are being adequately met, while those of the remainder are being unintentionally ignored. Under the plan of individualized instruction students are given wide latitude in determining the procedure best suited to their individual needs, preference, or living conditions. However, in order that capable students shall complete their work within a reasonable length of time, certain limits are set, requiring a minimum amount of work to be achieved each week or each month.

3. *The responsibility for achievement rests on the individual.*—When the student begins the course he becomes responsible for the mastery of a stated amount of work as defined in terms of a semester-course. Because unmethodical preparation is proscribed, the class-period is not taken up with the checking of lesson-preparation from day to day, but is left free for teacher-student conferences concerning individual problems and achievement.

4. *Recognition of partial achievement to which the student can add in subsequent semesters without the stigma of failure.*—Because the system of individualized instruction permits a student to take more than the normal amount of time in which to complete his work, cognizance is taken of satisfactory but insufficient achievement to date by giving a grade of "Incomplete." No penalty is thereby imposed upon the student, but he is permitted to continue in the next semester from the point of his last achievement.

5. *Minimum standards of achievement determined in terms of objective measures of satisfactory performance.*—Previous experience showed that work of less than "C" quality did not constitute mastery of reading skill adequate for subsequent college work. Therefore, the "C"-grade level, determined by the performance of preceding classes upon reliable objective examinations, was taken as the minimum acceptable quality for first-year work.

6. *Outline of the course in its entirety.*—The syllabus of the course, beginning with a broadly outlined description of the work to be covered and culminating in a series of highly specific projects developed in detail, is the student's guide and manual until the goal set for the semester is reached. In a sense the syllabus constitutes the detailed contract which the student undertakes to execute when he enters the course.

7. *The classroom as laboratory and socializing agency.*—In this system of individualized instruction the classroom is the logical center of learning. Differing from the traditional classroom, it functions as a center to which the student reports for checking his progress, for remedial work, or for consultation with the instructor. In addition, the class as a unit partakes of oral work, consisting of pronunciation or needed drills. A certain amount of socialized activity is thereby provided.

8. *Sectioning on the basis of ability.*—Students are sectioned on the basis of ability, because of the administrative and instructional advantages which such grouping offers. Ability-sectioning permits the assignment of instructors to classes for which they are best fitted, and facilitates solution of the teacher's problems as a result of the relative homogeneity of pace and level of work in a given classroom.

9. *Examination as tools of instruction and self-evaluation.*—To maintain objective standards of performance, to measure and evaluate achievement fairly, and to permit diagnosis and prescription for each individual, carefully validated objective examinations are an integral part of the system of individualized instruction. In the French classes these examinations are of three types: (1) *Project-tests* covering the specific material studied check each step of the work. These are self-administering and self-scoring. Students move forward only when they have achieved at least a ninety per cent mastery-score. Falling short of the mastery-score, the student is re-

quired to restudy the project and take an alternate test. Since the student keeps the sole record of these tests, there is no incentive to dishonesty. (2) *Individual unit-tests* over the material of a stated group of projects, which constitute a natural or convenient sequence, are taken when the student, in conference with his instructor, feels that he is prepared for them. These tests are scored by the department staff and letter grades are assigned. If a student receives a grade lower than "C," he reviews the material in the unit, using his daily tests to detect weaknesses, and then takes a retest. This process parallels the mastery-technique described for the *project-tests*. (3) *Final semester-examinations* differ from the *individual unit-tests* chiefly in that they give a comprehensive review and integration of the material.

Experimental analysis of achievement.—Comparisons in terms of eleven major tests were made between the experimental group, the 1933-34 first-year class, and the control group, the 1932-33 first-year class. Although the original experimental group showed a slight superiority in some of the ability measures, in the final evaluation the two groups were matched on the basis of the Foreign Language Aptitude test. Table I shows the comparability of the two groups in terms of the matching criterion.

TABLE I
COMPARABILITY OF CONTROL AND EXPERIMENTAL GROUPS IN TERMS OF THE
FOREIGN LANGUAGE APTITUDE TEST

Group	Mean	SD	N
Control	83.2	23.1	190
Experimental	83.0	23.1	268

In Table II is presented the comparative performance of the experimental and control groups on the eleven crucial tests. The experimental group excelled the control in all but one, a second-semester test. Four of the six differences in first semester and one in second semester are statistically significant. The direction of all but one of the other differences indicates that the modified instruction resulted in a higher level of achievement. ✓

Inspection of the standard deviations reveals that, in all but two of the critical tests, the experimental group showed less variability than did the control group. This may be interpreted as a direct result of the method of individualized instruction, which required a minimum mastery-level on each day's work. The control group, under the traditional system of instruction, with more chance to do poor work, shows greater variability.

The improved performance is portrayed in a series of diagrams in which the frequency polygons for the two years are compared. The better performance is to be seen in a general upward shift throughout the entire area

of the frequency polygons. In some cases skewed curves have resulted where symmetrical ones existed before.

TABLE II
DIFFERENCES IN ACHIEVEMENT AND VARIABILITY DURING FIRST AND SECOND SEMESTERS FOR
THE CONTROL AND EXPERIMENTAL GROUPS

Test	Group	Mean	SD	$M_1 - M_2$	$\frac{D^*}{\text{diff.}}$	$\frac{SD_1}{-SD_2}$	$\frac{D}{\text{diff.}}$	N
1	1932-33	34.10	7.74	-3.99	-7.98	2.52	5.60	192
	1933-34	38.09	5.22					266
2	1932-33	42.25	8.31	-3.18	-4.82	0.03	.05	191
	1933-34	45.43	8.28					254
3	1932-33	35.52	8.01	-2.52	-4.50	0.60	1.15	189
	1933-34	38.04	7.41					266
4	1932-33	40.38	15.04	-7.96	-7.44	2.12	2.16	189
	1933-34	48.34	12.92					226
5	1932-33	32.65	8.88	-1.29	-1.90	-0.48	-0.75	181
	1933-34	33.94	9.36					241
6	1932-33	79.45	15.00	-1.10	-0.92	-2.05	-1.81	171
	1933-34	80.55	17.05					233
7	1932-33	38.75	12.87	-3.36	-3.08	1.80	1.96	149
	1933-34	42.11	11.07					207
8	1932-33	31.97	10.35	-1.23	-1.38	1.68	2.43	150
	1933-34	33.20	8.67					189
9	1932-33	44.90	9.87	1.11	1.23	0.78	1.03	148
	1933-34	43.79	9.09					167
10	1932-33	50.82	10.17	-1.02	-1.09	1.38	1.84	149
	1933-34	51.84	8.79					173
11	1932-33	72.40	17.35	-3.30	-2.04	0.35	0.26	149
	1933-34	75.70	17.00					166

1. 32-I-Voc-A2

5. 32-I-Com-B7

9. 33-II-Com-B7

2. 32-I-Pro-A3

6. 32-I-Final

10. 33-II-Pro-A3

3. 32-I-Com-A5

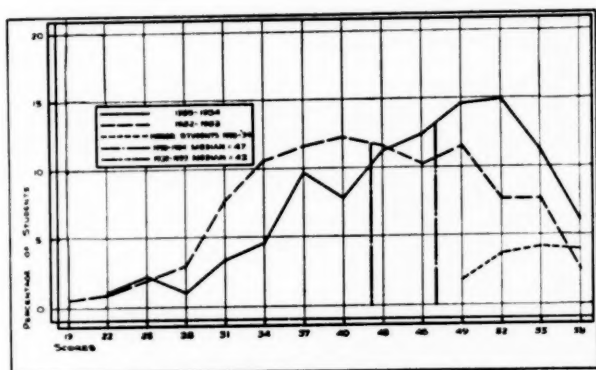
7. 33-II-Mis-A1

11. 33-II-Final

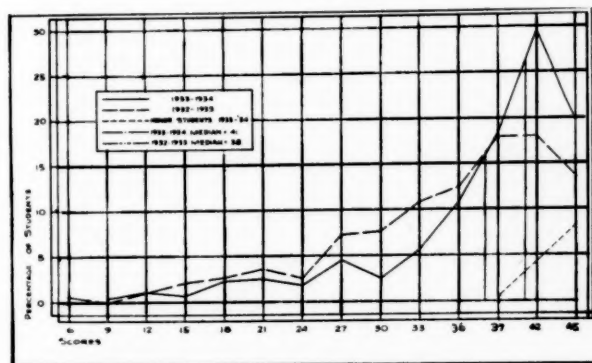
4. 32-I-Voc-B6

8. 33-II-Com-A2

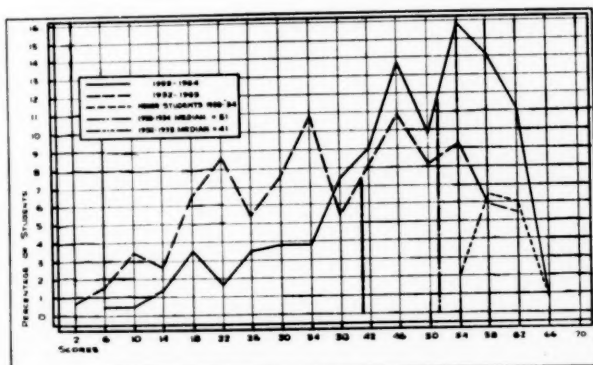
* The Lindquist-Wilks formula for the SD_{diff} between means of "matched" groups was used here. It is described in the *Journal of Educational Psychology* for March, 1931.



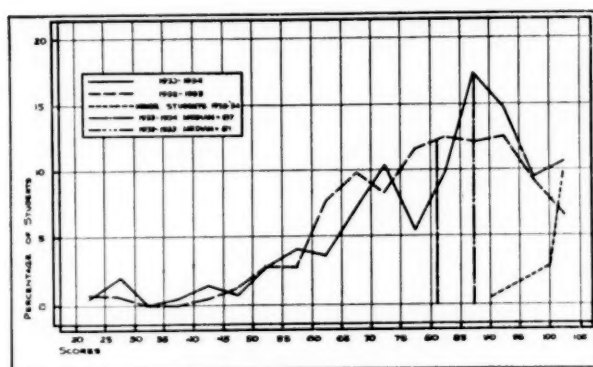
PRONUNCIATION TEST 32-I-ProA3



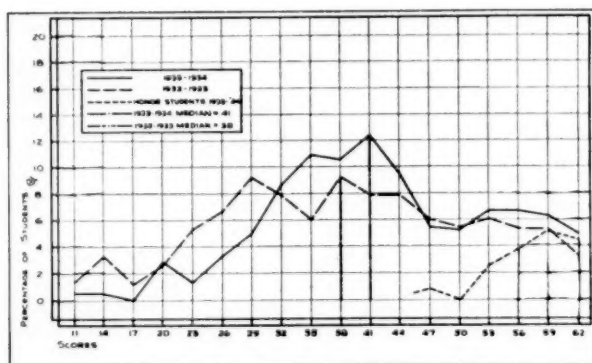
COMPREHENSION TEST 32-I-ComA5



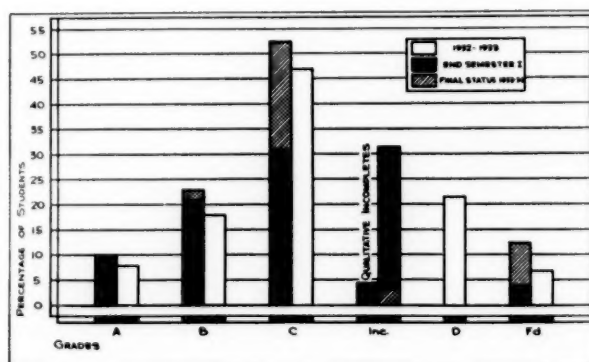
VOCABULARY TEST 32-I-VocB6



FINAL EXAMINATION 32-I-Final



VERB AND IDIOM TEST 33-II-Misc. A1



FIRST SEMESTER GRADES

The data are expressed in percentages to facilitate comparison, and again it is apparent that the experimental group exceeded the control in actual achievement. Even at the end of the first semester, with grades being assigned on the same basis, the experimental group earned a higher percentage of "A"-grades than had the control group. This is likewise true of the "B"-grades. The drop in number of "C"-grades was balanced by the large number of "Incompletes."

By the end of the second semester, however, the picture changed considerably. A few more "A's" were achieved by students who were inclined to be somewhat slow in their method of working but who were nevertheless of high ability. These students simply chose to take an additional week or two of preparation. This is true also of the few who received the grade of "B" after the end of the regular session. However, for that considerable group of students, approximately 23 per cent who received the grade of "C," several interesting characteristics are to be noted. The majority of these finished the semester's work in less than a month's additional time. There were a few who found it necessary to take the entire second semester in order to complete the first semester's work in an acceptable manner. Under the traditional system these students would have been completely lost. None of those who found it necessary to take two semesters in order to complete one semester's work achieved above a "C"-grade. However, their tested performance indicates that they have achieved a fairly adequate command of reading ability in French, although they admittedly will never have that degree of proficiency attained by those students who received a "C" in the normal amount of time. The "qualitative incompletes" represent a small group who were permitted to start the second-semester work on probation.

To summarize the foregoing data, it may be said that under the new plan there are more high grades; also there are more failures and "incompletes." These latter two groups, however, claim only 10 per cent of the entire group, as compared with 28.1 per cent of the control group who received grades of "D" and "Fd." The difference of 18.1 per cent is distributed in grades representing satisfactory achievement.

One might assume from this evidence that a student, if he were so inclined, could, by taking two semesters to do one semester's work, thereby receive a better grade. Instead of supporting such an assumption the facts indicate that each individual can find his best working-pace. If he proceeds at that pace, he then does the best work of which he is capable. If he slows down, his work will suffer because of forgetting and inefficient study-habits. If he goes too fast, his work will suffer from superficiality and inaccuracy.

The scores of the thirty-six students who finished the year's work in much less than the normal time were plotted and super-imposed on the general curves. In every case they fall in the two or three highest class-

intervals, in several instances completely dominating the high-score intervals. Therefore, it may be concluded that these students were not sacrificing accuracy or efficiency for speed, but that their speed is a characteristic of their efficiency in learning. A large amount of extensive reading of more difficult material, oral practice, and intensive study of some second-year texts served to round out the year's work. At the end of the second semester these students took the fourth-semester final examination, achieving grades from "B" to "A+" in terms of second-year standards. On the basis of their superior achievement they were permitted to register for third-year French in the following fall term. If the grade achieved in the third-year course was "A" or "B," six hours of credit were given for the omitted year's work; if the grade of "C" was earned, only three credit-hours for second-year were granted.

Self-evaluation of achievement.—Growth in the self-evaluation of achievement was measured in terms of the number of retakes of project-tests.

Table III gives the average number of retakes for each daily test, according to the grades achieved by the students. Thus, for the first vocabulary-test, the average number of retakes for "A" students was .16, for "B" students .23, for "C" students .38, for "Inc." students .70, and for "Fd." students .38. The remaining columns show that certain tests, or rather certain lessons, give more difficulty than others. For the fifteenth vocabulary-test there is a considerable rise in the average number of retakes for the entire group. The fact that the ratio for the "A" students is higher than that for the others seems to indicate some ambiguity pertaining either to the lesson or its test. The other columns may be read in similar fashion.

There is a gradual but very perceptible reduction in the ratios as the semester progressed, indicating, especially for the better students, that they were learning to evaluate their readiness for a test before attempting it.

In partial answer to the speculation concerning the nature of the work of poor and failing students, the data from Table III indicate that the students who received the grades of "Inc." and "Fd." simply got off to a bad start. Their difficulty did not develop as the course progressed, but was present from the outset. The 0.00 ratios for the failing students does not indicate complete success for them, but that most of them did not reach these tests at all.

The best illustration of the validity of the foregoing conclusions is found in the analysis of the progress-tests in Table III. Here, regularly, the ratios of retakes indicate that one of the chief difficulties of the poor and failing student is his inability to evaluate his achievement. Thus handicapped, he is forced to repeat time-consuming activities which cause him to fall behind his classmates.

Prediction of achievement.—Analysis of the prediction-coefficients in Table IV reveals that in all but two instances the coefficients for the experimental group were lowered. Although none of these differences has complete statistical significance, the fact that the figures are based on matched groups lends to their reliability.

TABLE IV
PREDICTION-COEFFICIENTS FOR THE EXPERIMENTAL AND CONTROL GROUPS

Year	Coefficient	r	PE _r	Diff	PE _{diff.}	$\frac{D}{PE_{diff.}}$
1932	r ₁₂	.620	.038		.049	0.46
1933		.638	.031			
1932	r ₁₃	.557	.043	- .111	.067	-1.65
1933		.446	.052			
1932	r ₁₄	.669	.035	- .037	.047	-0.81
1933		.632	.031			
1932	r ₁₅	.620	.038	- .158	.064	-2.48
1933		.462	.051			
1932	r ₁₆	.536	.045	.029	.057	0.51
1933		.565	.035			
1932	r ₁₇	.508	.046	-1.00	.071	-1.41
1933		.408	.053			
1932	r ₁₈	.708	.031	- .088	.045	-1.96
1933		.620	.032			
1932	r ₁₉	.640	.037	- .192	.063	-0.30
1933		.448	.052			

1. Foreign Language Aptitude Test
2. Total Vocabulary, Semester I
3. Total Vocabulary, Semester II
4. Total Comprehension, Semester I
5. Total Comprehension, Semester II

6. Total Pronunciation, Semester I
7. Total Pronunciation, Semester II
8. Total Composite Score, Semester I
9. Total Composite Score, Semester II

These drops in predictive efficiency suggested that the system of individualized instruction tended to invalidate the pre-instructional information concerning the students' ability and training. Inspection of the data showed, however, that the correlations for the control group included those individuals who received grades of "D" and "Fd." These low scores extended the range considerably beyond that of the experimental group.

This, coupled with the well known fact that the prediction of failure is the most reliable of all, offers a partial explanation.

The traditional situation would have found almost all of the students of low language-aptitude in the failure class. Under the system of individualized instruction, however, it became possible for them to produce acceptable work. By no means are all or even a large proportion of the students who needed additional time in which to complete the second-semester's work recruited from the ranks of the lowest deciles. A few are students of excellent general ability; most are poor college risks at best. However, the most significant fact revealed by this analysis was the unquestionably improved performance of the poorer students. In the light of the foregoing facts, the reduction in predictive correlations for the experimental group may be regarded as a desirable outcome of the method of individualized instruction.

Inter-relationship of skills and achievement.—In studying the effects of individualized instruction it was assumed that the basic ability of an individual would exert a certain integrating influence upon his achievement in the various skills, and that, therefore, when each individual worked as best suited him, it might be expected that the relationship between the skills would become even more marked. Table V contains the inter-correlations between the various skills, and shows the significance of the obtained differences between the control and experimental groups.

For the first semester the degree of inter-correlation among the skills as measured by identical tests is quite strongly in favor of the experimental group. The differences obtained for the second-semester relationships are due to the fact that the complete passing range of scores was not available, with the result that these correlations are based on a spuriously homogeneous group and are therefore spuriously low. This is to be noted also in the correlations between first-semester and second-semester performance in the same skills.

Although none of the differences is completely reliable, the consistency of their direction suggests that the system of individualized instruction, demanding as it does a higher degree of mastery of each unit, results in a higher functional inter-relationship of the various skills.

Further evidence of the effects of individualized instruction is found in the correlation between the total semester-scores in French and the grade-average of all the remaining subjects. For the first semester a coefficient of correlation of $.73 \pm .02$ for the control group is paralleled by one of $.58 \pm .03$ for the experimental group. For the second semester the coefficients are $.71 \pm .03$ and $.63 \pm .03$, respectively. Since average achievement in the other subjects was almost identical for both groups, these figures indicate that under the new system of instruction a considerable group of students forged ahead in French beyond the level of their achievement in other subjects.

Summary.—The method of individualized instruction was designed to facilitate each student's learning at his natural level of ability and his best rate of speed. Features of the plan sought to discipline the students in habits of consistent achievement at a meaningful level of scholarship. The

TABLE V
EVALUATION OF THE FUNCTIONAL INTER-RELATIONSHIPS OF SKILLS FOR THE CONTROL AND EXPERIMENTAL GROUPS

Year	Coefficient	r	PE _r	Diff.	PE _{diff.}	$\frac{D}{PE_{diff.}}$
1932	r ₁₂	.663	.035	.022	.046	0.46
1933		.685	.034			
1932	r ₁₃	.553	.043	.086	.053	1.63
1933		.639	.031			
1932	r ₁₅	.595	.040	.118	.048	2.47
1933		.713	.026			
1932	r ₂₄	.605	.030	-.081	.061	-1.31
1933		.524	.047			
1932	r ₃₄	.807	.022	-.057	.055	-1.04
1933		.757	.028			
1932	r ₃₅	.794	.023	.059	.035	1.69
1933		.843	.015			
1932	r ₃₆	.634	.037	-.027	.028	-0.96
1933		.607	.041			
1932	r ₄₆	.813	.021	-.041	.034	-1.21
1933		.772	.026			
1932	r ₅₆	.664	.035	.025	.049	0.51
1933		.689	.034			

1. Total Pronunciation, Semester I

2. Total Pronunciation, Semester II

3. Total Comprehension, Semester I

4. Total Comprehension, Semester II

5. Total Vocabulary, Semester I

6. Total Vocabulary, Semester II

classroom was organized as a student-centered laboratory, with examinations serving chiefly in the self-evaluation of progress. The stigma of failure was removed from the slow but conscientious student, who was permitted to take the needed additional time in order to reach acceptable standards of achievement.

Comparison with a matched-control group indicates that achievement under the experimental system was superior to that under the usual classroom-methods of instruction. Greater homogeneity in learning, with resultant lowering of prediction-coefficients, was achieved by the experimental group. The functional inter-relationship of the various skills involved in the reading of French, was increased. Permitting individual variations in rate of work resulted in increased efficiency of learning of students at all levels of ability.

As a feasible measure in the process of "breaking the lock-step" in higher education, the method of individualized instruction has proved to be a practical and effective means of motivating achievement and fostering desirable habits of scholarship.

ARBRES

d'après Joyce Kilmer

Je crois qu'on n'a jamais écrit
Un vers comme un bel arbre exquis;
Un arbre qui prend comme mère
La douce et généreuse terre;
Un arbre qui, par Dieu béni,
Lève toujours ses bras à Lui;
Un arbre qu'on trouve en été
De très jolis oiseaux coiffé;
Un arbre que vêtit la neige;
De soif la pluie le protège.
Ce sont les fous qui font des vers,
Mais Dieu fait seul nos arbres chers.

HAROLD L. RULAND

Union High School, Union, New Jersey

Third Annual Survey of Research and Experimentation in Modern Foreign Language Teaching

JAMES B. THARP

Assistant Managing Editor, MODERN LANGUAGE JOURNAL
Ohio State University, Columbus, Ohio

THE third survey of research in foreign language teaching problems was carried on for 1936 with the use of the same type of card-questionnaire as was used in the first and second surveys. The questions asked were the same as those to be answered in the second survey: (1) Is there any experimentation or research in FOREIGN LANGUAGE TEACHING going on in your department? (2) Department of ———; (3) Person directing research; (4) Date when work was begun; (5) What published results are available? (6) Specific problems being investigated; (7) What changes have been made or proposed in your foreign language curriculum?

When the National Federation of Modern Language Teachers, which had provided funds for the first two surveys, found itself unable to continue such support, the writer sought the aid of the Modern Language Committee of the American Council on Education. In providing enabling funds this committee directed that a much wider survey be made this year. Last year the subscribers to the *Modern Language Journal* constituted the core of the addressees, supplemented by a selected list of college teachers. Extending the assumption that persons engaged in research are most likely to be subscribers to their professional journals, the writer addressed the societies which published the journals concerned with the teaching of modern foreign languages. All except one, which was enjoined by its constitution from lending its membership list for any purpose whatsoever, gave most generous cooperation. Each society sent its membership list and directed its printer to address questionnaire cards with its *addressograph* as directed by the writer.

The final mailing list of over 5500 names was obtained by removing duplicates from the mailing lists of the co-operating publications and using the resulting list. The journals concerned were: *Modern Language Journal*, *French Review*, *Hispania*, *German Quarterly*, *Monatshefte für deutschen Unterricht*, and *Modern Language Forum*.

In order to permit comparison, this report will follow the plan of the second report: (a) distribution of returns by geographical regions; (b) analysis of reports in order of questions asked, arranged in order of rank according to number of responses received; (c) comparisons with last year's report.

Of the 5466 mailings, 907 (seventeen per cent) brought a return. Of these 907 returns, 69 (eight per cent) were invalid through some accident

of mailing; 23 (two per cent) were classified as duplicates and miscellaneous; 608 (sixty-seven per cent) were answered in the negative; and 207 (twenty-three per cent) indicated that research or experimentation was being carried on in the institution responding. Although the number of replies is only a small percentage of the total number of cards sent out, it must be noted that in the first report there were 403 returns, in the second survey 179 answers, while in the third there are 907. The larger number of replies will tend perhaps to serve as a truer measure of what is being done in the way of research.

TABLE I
REGIONAL DISTRIBUTION OF REPLIES

'36 Rank	Regional Group ¹	'35 Rank	Negative		Affirmative		Totals		Totals		Percentages Affirmative
			H. S.	Coll.	H. S.	Coll.	H. S.	Coll.	Neg.	Aff.	
1	Atlantic Central	2	160	56	37	30	197	86	216	67	33
2	Central	1	91	80	27	44	118	124	171	71	34
3	Pacific Slope	5	60	36	21	14	81	50	96	35	17
4	New Eng.	3	39	27	6	13	45	40	66	19	9
5	Southern	4	16	39	4	7	20	46	55	11	5
6	Rocky Mt. East	6	2	2	2	2	4	4	4	4	2
Totals			368	240	97	110	465	350	608	207	
Percentages							57	43	75	25	

¹ The divisional groups are as follows: *Atlantic Central*: New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, West Virginia, District of Columbia; *Central*: Kentucky, Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, North Dakota, South Dakota; *Pacific Slope*: Washington, Oregon, California, Nevada, Arizona, Utah, Idaho; *New England*: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island; *Southern*: North Carolina, Georgia, Alabama, Tennessee, Florida, Mississippi, Texas, Arkansas, Louisiana, Oklahoma; *Rocky Mountain East*: Montana, Wyoming, Colorado, New Mexico.

Table I presents the distribution of replies arranged in order of rank of total responses from the regions set up in the preceding reports. The total number of returns is greater than last year but the 207 affirmative replies on research are only twenty-five per cent of the total, as compared with last year when the affirmative replies were thirty-seven per cent of the total return. Forty-three per cent of the total returns were from colleges, as compared with seventy-seven per cent of last year, while fifty-three per cent are from high schools, as compared with twenty-three per cent of last year. This shift may indicate an increased interest and activity in research and

experimentation in the secondary area of the educational program. On the other hand, it may mean simply that secondary-school teachers make up the bulk of subscribers to professional journals (there are certainly more of them) or merely that a higher percentage took time to return the card.

The Atlantic Central region leads in research activity, although the Central region tops it slightly in the number of affirmative replies. At that, the Central region dropped during the year in this item from thirty-nine per cent to thirty-four per cent. Pacific Slope moves from fifth to third place, while New England goes from third to fourth, and Southern from fourth to fifth; Rocky Mountain East remains sixth. These replies came from forty-five states as compared with the 1935 replies from forty-three states.

An analysis of question (2) shows returns from language departments as follows: French, 48; Spanish, 37; German, 36; Modern Language, 28; Romance Language, 13; Supervisors and Professors of Education, 6; with the rest divided among such departments as Romance Language and Literature, French and Italian, Education, Language, Literature, etc. Many of the high-school replies are from academies and private schools, and included in the college and university category are junior colleges.

About 200 of the 207 affirmative replies answered question (4); 6 experiments are to begin in September, 1936; 40 were begun since January, 1936; 45 during 1935; 40 date from June, 1934. Hence more than three-fourths of the work is only two years old. Seventeen experiments are three years old, 12 are four, then follow 5 five-year-olds, 4 six-year, 1 seven-year, 3 ten-year, 3 eleven-year, 1 fifteen-year, 1 seventeen-year, 1 eighteen-year, and even 1 twenty-two-year-old which was started in 1914. Of the experiments reported, thirty-one have published results available and several reprints were sent for the files of the survey.

In Table II the same seventeen categories of problems have been retained and the list is arranged in order of rank (showing also last year's rank) giving figures for both high schools and colleges. The total of 241 cases is accounted for by the fact that some institutions reported more than one experiment. This is taken care of in the column of duplicates: thirty-four such duplications indicate that 207 schools are carrying on 241 experiments.

Course Planning has moved from third to first place. This jump may be due to the introduction of new materials and the need for revising the old course of study to suit present problems and situations. *Methods*, *Reading*, and *Vocabulary* are still of major concern and are found in the order named, only slightly changed from their positions of last year. *Teaching* jumped from eleventh to sixth place, showing that colleges (which reported the greater activity) are rapidly attempting to make adjustments to the new demands that are being made on teachers. *Foreign Contacts* came from four-

teenth to eighth rank, with strong attention being given to this area in the colleges. The last category, *Memory Work*, was not mentioned again this year. The first four categories contain more than half the total number of cases as they did in the other two reports.

TABLE II
RANKING ORDER OF THE CATEGORIES OF RESEARCH AND EXPERIMENTATION

'36 Rank	'35 Rank	Category	Description	Cases			Dup.
				H. S.	Coll.	Supr.	
1	3½	<i>Course Planning</i> :	Unification of aims, minimum essentials	36	9	2	3
2	3½	<i>Methods</i> :	Reading, individualized, group, aural-oral, etc.	19	16	1	7
3	1½	<i>Reading</i> :	Testing, materials, teaching techniques, values	10	19		
4	1½	<i>Vocabulary</i> :	Techniques, devices, lists, testing, control	7	16	1	1
5	7½	<i>Testing</i> :	Techniques, placement, progress, achievement	10	8		5
6	11	<i>Teaching</i> :	Teacher-training, surveys, practice procedure, results	2	12	1	3
7	5½	<i>Special Courses</i> :	"Survey," "honors," "scientific," etc	8	5	1	
8	14	<i>Foreign Contacts</i> :	Overseas study, radio, films, "realia"	2	11		3
9	11	<i>Oral-Aural Training</i> :	Aids, time values, methods, stress, testing	6	4		3
10½	7½	<i>Psychological Factors</i> :	Forgetting, correlations, processes, aptitudes	2	7		1
10½	11	<i>Phonetics and Pronunciation</i> :	Testing, methods, stress	1	8		2
12	5½	<i>Grammar and Syntax</i> :	Frequencies, testing, time values	3	2		2
13½	14	<i>Language Failures</i> :	Causes, correction, sectioning, etc.	2	2		
13½	16	<i>Language Errors</i> :	Types, analysis, correction, prevention	1	3		2
15	14	<i>Composition</i> :	Marking, planning, errors, values, testing	1	2		2
16	9	<i>General Language Course</i> :	Planning, evaluation	1			
17	17	<i>Memory work</i> :	Types, value, procedures				

Question (7) was answered more extensively this year, and some new categories have been added to take care of replies which did not seem to belong in any of those previously stated. The report of curricular changes, a kind of experiment in itself, shows great activity along the line of *Course*

Planning although not reported as such. This fact bears out the importance of that category as indicated in Table II. Three hundred and twenty-one

TABLE III
RANKING ORDER OF THE CATEGORIES OF CURRICULAR CHANGES

'36 Rank	'35 Rank	Categories	Analysis	Cases	
				H. S.	Coll.
1	1	Stress reading; less stress on grammar	Method	38	23
2½	2	New classes added	+	11	19
2½	10	Add civilization study (in English or for. lang.)	+	18	12
4	5	Revision of course of study	Adm.	19	6
5	10	Add French, German, or Spanish, Italian ¹	+	14	6
6	20½	Study time and graduate requirements increased	+	4	14
7½	20½	Offer new courses in general language	+	12	5
7½	3	New textbooks used	Adm.	16	1
9½	7½	Study time reduced	—	6	10
9½	7½	Minor changes in organization	Adm.	9	7
11½	20½	Some classes dropped	—	7	2
11½	3	Comprehensive examinations for graduation	Adm.		9
14	12½	Placement tests at entrance and intervals	Adm.	2	6
15	5	Drop French, German, or Spanish ²	—	7	
16	20½	Graduating requirements reduced	—	2	4
17½	12½	Terminal course for non-continuants	Adm.	3	2
17½	20½	More drill, grammar, composition, intensive repetition	Method	2	3
18	20½	General language dropped or delayed	—	2	1
19-23 (21 ea)	10	Class acceleration	Adm.	1	2
	20½	Use of laboratory technique	Method		2
	20½	Combined major	—		2
	20½	No for. lang. required for B.S. or A.B. degree	—		2
	3	Methods course given by foreign language dept. instead of Education	Adm.		2
24-31 (27½ ea)	5	Grad. requirement: read on for. lang. by test	Adm.		1
	20½	No for. lang. in Jr. H. S.; delay until Sr. H. S.	—	1	
	20½	Classes, Yr. I and II alternate	—	1	
	3	Limited to one foreign language	—		1
	3	Comprehensive examinations abolished	Adm.		1
	3	Practice teaching in Fr. minor allowed (there are no majors)	Adm.		1
	3	Stress on phonetics	Method		1
	3	Methods course by Educ. Dept. instead of for. lang.	Adm.		1
32½	20½	Reading knowledge of 2nd f. l. required of m. l. major	Adm.		
32½	20½	Start for. lang. in 5th and 6th grades	+		

¹ Languages concerned: *College*, German, 5, Spanish, 1; *High School*, German, 10, French, 2, Italian, 1, Spanish, 1.

² Languages concerned: *High School*, Spanish, 4, German, 1, French, 2.

³ New categories added in this report.

replies (thirty-five per cent of the total returns) are divided into thirty-three categories and classified into two groups—high school and college. Of these thirty-three categories, twenty-three are mentioned two or more times, eight only once, and two, which were included in last year's survey, are noted here although they were not mentioned in the 1936 returns. There are very few duplications in this table because most of the schools reported only one curriculum change. The categories are arranged in the order of rank of total number of mentions.

It will be noted that four categories represent changes in methods of instruction, and thirteen are changes of administrative policy. Of the sixteen other categories, ten are deemed losses and six gains. However, most of the losses are mentioned a fewer number of times than the gains; and within the first eighteen ranks five gains balance the five losses. Moreover, the total number of gains is more than twice the total number of losses in the sixteen categories classified as gains and losses.

In summary, it may be noted that research is continuing and is scattered more widely than last year, with more concentrated activity in the Atlantic Central States. By inspection of Tables II and III one may see a direct relationship between research problems and curricular changes. Courses of study are being remade in both high school and college with emphasis placed on the reading approach. Testing techniques are being studied and will probably show an increased use in the future. New classes are being added with special emphasis on cultural and civilization material. In some places classes are being dropped, but in many others the study time is being increased. Although these reports are only a sampling of the activity throughout the country, and many cases of curricular loss may not have been reported, foreign languages still seem to be firmly entrenched in the school curriculum.

The above data are being added to the record cards of the so-called "clearing house" of research started last year by the writer. The files are open to anyone and the writer will continue to serve correspondents who are interested in starting a piece of research and wish to locate similar projects or assure themselves that their work will not duplicate work already done. The writer desires to thank the 907 colleagues who answered the questionnaire in time for this report. Answers are still trickling in, and a supplementary report may be made later in the year. Thanks are due Mrs. Katherine Schafer McDonald, graduate student in French Education at Ohio State University, who gave valuable assistance in tabulating the data. Likewise must we thank the Modern Language Committee, especially its chairman, Professor Robert Herndon Fife of Columbia, for financial support which made the survey possible, and the MODERN LANGUAGE JOURNAL, which has assisted with the expenses of tabulation.

• Correspondence •

LINGUA FRANCA AND ESPERANTO

To The Editor of the *Modern Language Journal*:

The February, 1936 issue of the *Journal* quoted Dave Hennen Morris, American Ambassador to Belgium, on the subject of an international auxiliary language. In connection with this topic, readers might find interest in a comparison of a medieval *interlingua* of wide though lowly usage and the best-known modern product of a linguistic laboratory.

Lingua franca arose in the dealings of "Frankish" merchants and seamen with the Mohammedans of the southern and eastern shores of the Mediterranean. The Europeans' efforts to teach to the Arabs and Turks enough elements from their rich and inflected speech to provide a minimum basis for intercommunication produced *ein schlechtes Italienisch, mit etwas Spanisch und mit einigen arabischen Worten und Wendungen vermischt*.¹ Verbs survived in the infinitive and perfect participle only. There was no other inflection. Of the vocabulary Dr. Schuchardt observed that, *Gelegentlich wird von einem schon festsitzenden Wort lieber nach kindersprachlicher Art ein neues abgeleitet als das eigentliche aus der fremden Sprache erworben*.² For example, from *fora*, out, was derived *forar*, to take out, remove, and the expressions, *forar piuma*, "to pluck"; *forar barba*, "to shave"; *forar sangre*, "to bleed"; *forar erba*, "to weed"; and others.

A similar directness and economy in the word-list has caused Esperanto to be disparaged as a "rough-and-ready language."³ Thus *for*, away, gives *forigi*, to remove (*forigi la barbon* is an acceptable circumlocution for *razi*); *foriri*, "to depart"; *formeti*, "to reject"; and *forpromeni*, "to ramble off." Dr. Zamenhof's "bad Italian" uses the prefix *mal-* to denote opposites, so that *fermi* signifies "to close," and *malfermi*, "to open." The principle is adhered to closely, and *malbona* is the word meaning "bad." The vocabulary of *Lingua franca* was rough, but not always ready, and *Abneigung oder Schwierigkeit den Wortschatz zu vergrössern führt zu starker Begriffserweiterung einzelner Wörter: ein Hauptlieblingswort ist bono*.⁴ This dissyllable, alone or accompanied by *no*, *non*, did the work of more than half of the adjectives of ordinary languages.

The *Notsprachen* and *Handelssprachen* Dr. Schuchardt saw as proceeding not from fumbling efforts to mouth an alien tongue, but from teaching ventures by those nurtured in the languages, speaking simply as though to children. *Lingua franca* and other *patois* assume a more clearly artificial character and acquire a kinship with the modern invented dialects if the following principle be accepted: *Alles Radebrechen einer Sprache geht von deren Erbbesitzern aus, ganz ähnlich wie die Kindersprache auf der Ammensprache beruht. Oder wenn ich ein Bild gebrauchen darf, nicht die Fremden*

¹ J. von Rehbinder, *Nachrichten und Bemerkungen über den algerischen Staat* (Altona, 1800), III, 375 f. Cited by Hugo Schuchardt, "Die Lingua Franca," *Zeitschrift für romanische Philologie*, XXXIII, (Halle, 1909), 441-461.

² Schuchardt, p. 446.

³ Henry Sweet, "Universal Languages," *The Encyclopaedia Britannica* (11th ed., New York, 1911), XXVII, 748.

⁴ Schuchardt, p. 445.

*brechen sich aus einem schönen festgefügtten Gebäude einzelne Steine heraus um sich damit dürftige Hütten zu bauen, sondern die Eigentümer selbst reichen sie ihnen zu solchem Zwecke.*⁵

JOHN LEWIS KIPLINGER

West Liberty, West Virginia

⁵ Schuchardt, p. 443.

GERMAN GRAMMAR RULES

To the Editor of the *Modern Language Journal*:

Since the appearance of my article, "Rules of Grammar in Beginners' German Books," in the January number of the *Modern Language Journal*, Mr. Frederick Betz has called my attention to the fact that his books edited with various collaborators, viz., "First German Book," "Second German Book," and "Learning German," state the rule correctly in regard to the use of umlaut in the comparison of monosyllabic adjectives and that each book has a list of nineteen such adjectives.

In my own defense I must reply that I made no claim in my article to having examined all the beginners' books that had appeared in the last fifteen years, but was merely discussing those that I had examined.

Since my attention has now been called to Betz and Price's *Learning German*, which had not appeared when I wrote my article, I am compelled to state that I disagree most emphatically with their rule for the use of *sondern*: viz., "If one statement cannot be true when the other one is true, you must use *sondern* for *but*, e.g., *Wir warten nicht, sondern wir gehen fort*" (p. 54 §73). A cursory examination of this sentence will convince even a freshman that both these propositions are true at the same time. Surely the authors have here fallen into the ancient error of grammarians concerning mutual exclusiveness and contradiction which I mentioned in my earlier articles.

In view of the great confusion regarding the proper use of *sondern*, we must get down to fundamental metaphysical concepts. Let me state the rule as follows: "*Sondern* is used after the preliminary negation of an idea that is wholly or in some respect the opposite of the idea to be affirmed emphatically in the second part." For, as we all know, the negation of a contrary notion results in a strong affirmation.

The first proposition approaches the situation with a negation—not of the idea to follow (which would be nonsensical)—but with a negation of some contrary concept which may be either a *direct opposite* to the quality affirmed in the second proposition or may be an *opposite only in some particular aspect* made apparent by the context. If the two concepts are diametrically opposed, the two propositions are practically identical in meaning and the effect produced is chiefly rhetorical. Thus, in the sentence, "He is not good, but bad," "not good" is practically equivalent to "bad," although intervening stages are conceivable even here. When the two concepts are opposites only in a particular aspect clearly stressed in the context, the second part adds something of a more marked definitive-character; e.g., "Er hat allerdings in Wien gewohnt, aber er ist kein Östreicher, sondern ein Deutscher." "Dieser Mann ist nicht nur reich, sondern auch freigebig." In this latter sentence, the second part defines in what respect the man is "not merely rich."

JOHN A. HESS

Ohio University, Athens, Ohio

French Book List

DAVID M. DOUGHERTY AND OTHERS*

BIBLIOGRAPHY

Lectures Françaises. Paris (Sequana), 1935. 465 pp. 12 frs.

Excellent bibliography of works (written originally in or translated into French) by Classical, French, and modern non-French authors, compiled by a committee of the *Société des Lettres et des Arts*. Indispensable to American libraries for the French section, which embraces literature, history, philosophy, science, etc.

NON-FICTION

Bailly, Auguste. *Mazarin*. Paris (Fayard), 1935. 348 pp. 15 frs.

An able presentation of Mazarin's times, personality, and achievements for the well-informed general reader. A volume of the series: *Les grandes études historiques*.

Bainville, Jacques. *La troisième république*. Paris (Fayard), 1935. 317 pp. 15 frs.

A general but well-documented exposé of the foreign and domestic affairs of the French republic, wherein the author, a conservative, attempts to analyze the most significant events and personalities of the present régime's sixty-five-year existence.

Bordeaux, Henry. *Henry de Bourzanel*. (*L'Epopée marocaine*). Paris (Plon), 1935. 358 pp. 18 frs.

A somewhat novelized biography of Captain de Bourzanel, a soldier of heroic mould, whose exploits during the pacification of Morocco the author considers to be of epic greatness.

Carrel, Alexis. *L'Homme, cet inconnu*. Paris (Plon), 1935. 400 pp. 18 frs.

This original version of a work later written in English is essentially an observation of man under the headings of physiology, chemistry, psychology, and sociology, with stress upon the need of a synthesis of our knowledge of man.

Carton de Wiart, Comte. *Marguerite d'Autriche*. Paris (Grasset), 1935. 265 pp. 25 frs.

A full-length portrait of the noted Renaissance princess, with special attention to her personality, her political acumen, her artistic activities.

Chadourne, Marc. *Extrême Occident*. Paris (Plon), 1935. 248 pp. 12 frs.

A journalistic account of travel impressions of the United States and Japan. The part dealing with contemporary Japanese life is by far the more interesting.

Cocteau, Jean. *Portraits-souvenir, 1900-1914*. Paris (Grasset), 1935. 250 pp. 15 frs.

Disconnected reminiscences of the author, reflecting vividly manners at the turn of the

* Selected by the French Book Review Committee (affiliated with the Massachusetts Library Club's Committee on Interracial Service). The members of the Committee are: David Mitchell Dougherty (chairman), Assistant Professor of Romance Languages, Clark University, Worcester, Massachusetts; Walter B. Dumas, W. B. Dumas and Company, Booksellers, Boston, Massachusetts; Richard Felix Koch, Instructor in Modern Languages, Massachusetts Institute of Technology, Cambridge, Massachusetts; Theodora B. Scoff, Chief Librarian, East Boston Branch, Boston Public Library, Boston, Massachusetts.

Books are recommended on the basis of general appeal and literary excellence. The asterisk is used to indicate titles chiefly of interest to mature and cultured readers. The chairman, upon request, will be pleased to furnish names of booksellers from whom the volumes recommended may be purchased.

century, and affording intimate glimpses of such internationally known figures as Sarah Bernhardt, Isadora Duncan, Sacha Guitry, the Comtesse de Noailles.

Farrère, Claude. *L'Inde perdue*. Paris (Flammarion), 1935. 279 pp. 12 frs.

An historical treatment of India with emphasis upon its fate during the eighteenth century, when it passed definitely into English hands. The dominating personalities of Clive, Hastings, and Dupleix are well developed.

Fayard, Jean. *La Chasse aux rêves*. Paris (Fayard), 1935. 314 pp. 12 frs.

The life story of a peasant unhappy because of his keen sense of social inferiority. Disillusioned in love, completely without resources, he wanders until he at last loses class-consciousness in the slums of a large city.

Gramont, Elizabeth de. *Mémoires. IV: La treizième heure*. Paris (Grasset), 1935. 325 pp. 15 frs.

The fourth volume of a remarkable series of reminiscences, full of enlightening observations on literary, artistic, and political life in post-war France.

Halévy, Daniel. *Visites aux paysans du Centre*. Paris (Grasset), 1935. 346 pp. 15 frs.

Sympathetic portrayals of peasant types interviewed by the author in central France, with stress upon the problem of the land and the fate of the peasant class as a whole.

Jouglet, René. *Dans le sillage des jonques*. Paris (Grasset), 1935. 250 pp. 15 frs.

An effort to interpret the ideals and beauty of China, Indo-China, and Japan, based upon travel, observation and impressions. Profusely and excellently illustrated.

*Lakhoysky, Georges. *Le grand problème*. Paris (Alcan), 1935. 155 pp. 12 frs.

An ingenious exposé of the author's theories about creation, death, reproduction, etc., worthy of a review by one who is both an astronomer and a philosopher.

Mauclair, Camille. *Mallarmé chez lui*. Paris (Grasset), 1935. 200 pp. 12 frs.

A vivid picture of the modern poet who is so disturbing to academic critics, written by a fervent admirer and life-long friend.

Maurois, André. *Magiciens et logiciens*. Paris (Grasset), 1935. 365 pp. 15 frs.

Critical and appreciative essays of Kipling, Wells, Shaw, Lawrence, and others, interesting treatment and sound evaluation.

———. *Voltaire*. Paris (Gallimard), 1935. 140 pp. 12 frs.

A readable biography of the master in brief compass. This interpretation, if not wholly original, has the merit of being both stimulating and succinct.

Morand, Paul. *Bucarest*. Paris (Plon), 1935. 293 pp. 15 frs.

A comprehensive description of the Rumanian capital, in the author's characteristic manner. Particular attention is paid to the city's intellectual and social structure.

*Ramuz, C. F. *Taille de l'homme*. Paris (Grasset), 1935. 189 pp. 12 frs.

Ramuz laments the passing of man's spiritual greatness, accelerated by the corruption of modern bourgeois society. He concludes by emphasizing the necessity for modern man to believe in himself and in the importance of his daily task.

FICTION

Acremant, Germaine. *Le Corsage vert pomme*. Paris (Plon), 1935. 253 pp. 12 frs.

A sentimental tale of a girl's naïve affection for an apple-green blouse, made by herself, which she wore during days of romantic courtship.

- *Aragon, Louis. *Les Cloches de Bâle*. Paris (Denoël et Steele), 1935. 441 pp. 18 frs.

A penetrating analysis of aristocratic, intellectual and proletarian society in pre-war France. The deeply moving treatment of personal crises, the mad impact of mass and individual struggle against oppression, the consummate integration of episode and description, place this work among the great French novels of the past quarter-century.

- Bibesco, Princesse. *Égalité*. Paris (Grasset), 1935. 233 pp. 15 frs.

An ill-starred romance, arising from an automobile accident, between a Communist leader and an aristocrat's widow, is used to demonstrate the fundamental irreconcilability of the two groups in France. Nevertheless, the author suggests that their common yearning for peace may lead to the establishment of an international police force of the air, as a substitute for the ineffective League of Nations.

- Bordeaux, Henry. *Le Pays sans ombre*. Paris (Plon), 1935. 324 pp. 25 frs.

A collection of thirty-two short stories in which Bordeaux endeavors to offset the disappointments that he experiences upon revisiting childhood scenes.

- Bourgeois, Nicolas. *Le Berceau sous le beffroi*. Paris (Plon), 1935. 246 pp. 12 frs.

The history of Flanders, beginning with a pageant of medieval legends and ending with a description of mass-production, presented through the medium of a father's stories to his small son.

- Chardonne, Jacques. *Les Destinées sentimentales. III: Porcelaine de Limoges*. Paris (Grasset), 1936. 290 pp. 15 frs.

The last part of a three-volume "roman de mœurs" dealing with social and economic conditions in pre-war and post-war France. (Cf. Committee's list for 1935). The character of the protagonist, who leaves the Protestant ministry to become director of a porcelain factory at Limoges, is forcefully portrayed.

- Debû-Bridel, Jacques. *Jeunes Ménages*. Paris (Gallimard), 1936. 287 pp. 15 frs.

A character-study of the peasant Jacques Dutilleul, who, entrusted with the raising of his younger brothers and sisters, is content to manage the family farm so that his wards may aspire to more exalted positions in the world. (*Prix Interallié*.)

- De Roux, François. *Jours sans gloire*. Paris (Gallimard), 1935. 221 pp. 15 frs.

The tale of the repressed childhood and adolescence, in a small provincial town, of the son of an army officer. The protagonist, largely responsible for the death of the girl who spurned him and that of her lover, achieves complete material success by marrying an heiress. (*Prix Renaudot*.)

- Dyvonne (pseud. of Yvonne Schultz). *L'Étoile de Grenade*. Paris (Plon), 1936. 250 pp. 12 frs.

Innocuously entertaining love-story, wherein love under the moonlight in the Alhambra is duly rewarded after the required number of obstacles is surmounted.

- Francis, Robert. *Les Mariés de Paris*. Paris (Gallimard), 1935. 300 pp. 15 frs.

A middle-aged mother recounts to her grown son the moving story of her glamorous courtship and unhappy marriage. This volume, the fourth in the author's series *Histoire d'une famille sous la troisième république*, presents a situation outlined against a background of modern Parisian society.

- *Frondaie, Pierre. *Le Lieutenant de Gibraltar*. Paris (Plon), 1936. 255 pp. 12 frs.

A young girl, loved by an English officer, is persuaded to beguile a foreign spy into handing over some valuable military documents to the English. The heroine, so adoring and so completely betrayed, abandons her officer-lover forever.

- Lacretelle, Jacques de. *Les Hauts Ponts*. Paris (Gallimard), 1935. Vol. III: *Années d'espérance*. 240 pp. 12 frs. Vol. IV: *La Monnaie de plomb*. 248 pp. 12 frs.

Lise achieves her goal of repossessing the family property that she has lost (cf. Committee's list for 1934), and occupies it with her son, Alexis, when the latter reaches his majority. In volume IV, after a vain struggle to keep the château, Lise dies after an illness and Alexis enters a seminary.

- Le Franc, Marie. *La Rivière solitaire*. Paris (Ferenczi), 1935. 255 pp. 12 frs.

A story dealing with the Canadian government's attempt to colonize the Ontario frontier with French farmers from Québec. The hardships of the struggle against the elements, the harrowing effects of loneliness, are poignantly portrayed.

- Malraux, André. *Le Temps du mépris*. Paris (Gallimard), 1935. 180 pp. 12 frs.

The moral and spiritual suffering of a Communist organizer in a Nazi concentration camp. Stirring descriptions of the protagonist's courage and selfless devotion to his ideals place this work considerably above the writings of ordinary anti-Nazi propagandists.

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The story of a Russian girl, spurned by her mother, who must shift for herself after the death of her French governess. After a period of artificial prosperity, the girl passes from one lover to another, unable to resign herself to a return to her mother.

- Peisson, Édouard. *Passage de la ligne*. Paris (Grasset), 1935. 254 pp. 15 frs.

Another of Peisson's sea stories, with an element of mystery far more baffling than the average.

- Peyré, Joseph. *Sang et lumières*. Paris (Grasset), 1935. 322 pp. 15 frs.

The staccato existence of a Spanish bull fighter whose efforts to regain lost prestige end in glorious and gory failure. A work of brutally rapid tempo, singularly convincing because the author effectively establishes himself as an intimate of the hero. (*Prix Goncourt*.)

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German Books of 1935 (Continuation)

A. BUSSE AND OTHERS*

BIOGRAPHY AND MEMOIRS

Aretz, Gertrude, *Marie Louise*. R. A. Höger Verlag. 353 p. M. 7.50.

Interprets with the understanding of a woman the attitude and sentiments of the second wife of Napoleon.

Bonsels, Waldemar, *Der Reiter in der Wüste. Eine Amerikafahrt*. Deutsche Verlagsanstalt (Stuttgart). M.5.

This travelogue presents the impression which the famous mystic and symbolist received of our country when he crossed the continent on the way to and from Hollywood. Interesting, because it contains the meditations of man whose writings we value for his judgments.

Burkhardt, Carl J. *Richelieu—Der Aufstieg zur Macht*. Georg D. W. Callweg Verlag (München). 475 p.

A biography, classical in form and style, which presents the French statesman as one of the great leaders in modern history. The volume gained for the author the title of a modern Ranke.

Halbe, Max. *Jahrhundertwende. Geschichte meines Lebens 1893–1914*. Verlag A. W. Kasemann G.m.b.H. (Danzig). M.4.75.

Twenty years of the literary life of one of the leading naturalists.

Hoche, Alfred E. *Jahresringe. Innenansicht eines Menschenlebens*. J. F. Lehmanns Verlag (München). 250 p. M.4.50.

The highly fascinating autobiography of a doctor and professor of psychiatry.

Kurz, Isolde, *Von Dazumal. Geschichten aus meiner Jugendwelt*. Wunderlich (Tübingen). 303 p. M.5.50.

Schramm, Albert, *Der innere Kreis. Aufzeichnungen eines Arztes*. Rainer Wunderlich Verlag (Tübingen). 359 p. M.3.50.

An autobiographical novel with a serene and devout outlook on life in spite of personal hardships.

Seidel, Ina, *Meine Kindheit und Jugend*. Deutsche Verlagsanstalt (Stuttgart). M.3.30.

A very clear and inspired analysis of the author's own development into the writer of today.

Weber, Marianne, *Die Frauen und die Liebe*. K. R. Langewiesche (Königstein i.I.). M.2.40.

No Freudian discussion of sex-appeal and similar items, but an empirical exposition of the thesis that love must end in marriage. The realities of love-life as exemplified in the women around Wagner, Hebbel, and others are discussed in a second part.

* The list was compiled by members of the staff of the German Department of Hunter College of the City of New York. Under each heading the books are arranged in alphabetical order of authors. New editions of older works are not included. Translations have likewise been omitted. In the main, the French Book List (see *Modern Language Journal* for October, 1935) has served as a guide in the selection and compiling of this list. Any publication that seemed to be of more than passing value was given a place in the list. (Continued from the May, 1936 issue.)

Wrangell, Margarethe von, *Das Leben einer Frau 1876-1932. Aus Tagebüchern, Briefen und Erinnerungen dargestellt von Fürst Wladimir Andronikow*. A. Langen/Müller (München).

The biography of an outstanding woman of German Baltic descent; childhood in Russia, years of study and research at Tübingen, London, Paris, and Berlin until she becomes a professor at her own institute at Hohenheim—a life full of events and inner greatness.

Zweig, Stefan, *Maria Stuart*. Herbert Reichner Verlag (Wien-Leipzig-Zürich). 524 p. M.7.50.

A portrait and character-study of the unfortunate queen by the author of "Marie Antoinette," known for his human and psychoanalytical approach.

NEW COLLECTIONS AND SERIES

From the fairly large number of new collections started during the last two or three years, we select as the most noteworthy the following:

Das kleine Buch. Bartelsmann (Gütersloh).

In this collection appear volumes by Max Jungnickel, Gustav Schröer, Will Vesper, Heinz Steguweit, and other authors.

Colemans kleine Biographien. Coleman (Lübeck). M.0.70.

The biographies published in 1935 are devoted to the lives of Goethe, Emperor Frederick II, Clemenceau, Wilhelm Raabe, York, Hindenburg, and others.

Der Eckart-Kreis. Eckart-Verlag (Berlin-Steglitz). M.2.50.

The volumes of this series are grouped around definite themes: The Mother, The Father, The Settler, etc. Among the authors one finds the following German, Scandinavian, and Russian names: Agnes Miegel, Hildur Dixelius, Hans Grimm, Iwan Schmeljow, Bruno Nelissen, Haken, etc.

Die Furche-Bücherei. Furche Verlag (Berlin). M.0.80.

Religious themes are emphasized in the collection of these volumes, e.g., Albert Dürer: Die Kupferstichpassion, Leo Tolstoi: Der Engel Gottes, Adolf Köberle: Der gottsuchende Mensch und der menschensuchende Gott, etc.

Grotes Aussaat-Bücherei. G. Grote (Berlin). M.1.60.

A new series containing short stories by Wilhelm Raabe, Gustav Frenssen, Ernst Wiechert, Hjalmar Kutzleb, Ernst von Wildenbruch, Otto Bräus, etc.

Die kleine Bücherei. Langen/Müller (München).

In this series novelettes, poems, and short stories by outstanding living German and Scandinavian authors are being published: Hohlbaum, Lagerlöf, Leifhelm, Claudius, Wilhelm Schäfer, Emil Strauss, Josef Weinheber, Ernst Wiechert.

Der grosse Kreis. Max Hueber Verlag (München).

A new series of little volumes containing short stories, legends, and novelettes by I. M. Wehner, Ilse von Stach, Heinrich Zerkaulen, Franz Johannes Weinrich.

Lebendiges Wort. List Verlag (Leipzig). M.0.75.

Small volumes containing short stories by H. Stehr, Paul Ernst, Luserke, Weinheber, and others.

Literatur und Leben. Verlag Hermann Böhlhaus Nachfolger (Weimar).

The editors of this series interpret literary personalities. Only one volume has been

published so far: Albert Haueis: *Hans Carossa, Persönlichkeit und Werk. Eine Wesensdeutung*. Mit einem Bild des Dichters. M.2.90.

Meyers Bunte Bändchen. Bibliographisches Institut (Leipzig). M.0.90.

The culturally valuable content of these little volumes ranges from law to art, from sport to industry. Some new volumes of 1935 are: *Die Briefmarke als Weltspiegel*; *Fahnen und Standarten*; *Deutsche Kaiserbildnisse*.

Reclams Universal-Bibliothek. Reclam (Leipzig).

This publisher is adding to his collection *Geschenkbündchen* Felix Timmerman's *Kleine Leute in Flanders*, Heinrich Zillich's *Die Reinerbachmühle*, and J. Perkonig's *Der Gusla-spieler*, and other works.

Die Deutsche Reihe. Eugen Diederichs Verlag (Jena). M.0.80.

As the title suggests, emphasis is laid on German thought and poetry as found in essays, poems and novellets by such men and women as Benz, Herder, Hölderlin, Lulu von Strauss und Torney, Helene Voigt-Diederichs, Agnes Miegel, Lersch, and others.

Die Junge Reihe. Langen/Müller (München). M.0.50.

This series addresses itself to young people; among the authors are Paul Alverdes, Karl Richard Ganzer, Wolf Justin Hartmann.

Die Schriften an die Nation. Stalling (Oldenburg).

Among the new titles are: Werner Beumelburg's *Friedrich II. von Hohenstaufen*, Fr.W. Könitzer's *Hölderlin*, Reichsminister Frick's *Wir bauen das Dritte Reich*, Matthias Claudius' *Das Buch Ehrfurcht*, and others.

Sturm und Sammlung. Bücher junger Deutscher. Langen/Müller (München). M.2.80.

A collection devoted to short stories and poems of young authors. The volumes of 1935 reveal new names like Willi Steinborn, Franz Tumler, Paul Appel.

Unbekanntes Deutschland. Moritz Schäfer (Leipzig). M.3.

Only one volume has been published so far: Hans Kunis' *Wildenberg, die Gralsburg im Odenwald*, which describes and illustrates the former castle of Wildenberg and its relations to Wolfram von Eschenbach, who is supposed to have written parts of his *Parzival* here.

ESSAYS, MONOGRAPHS, ETC.

Benz, Richard, *Beethovens Denkmal im Wort*. (München). M.3.80.

Authentic words of Beethoven on man and life, art and artist.

Cysarz, Herbert, *Dichtung im Daseinskampf. Fünf Vorträge*. (Karlsbad).

Discusses the relation of poet and people, of poetry and soil, of leadership and followers in modern German literature, and shows the variations in presenting this important problem.

Deutsche Kunst. Eine Auswahl ihrer schönsten Werke. Mit einer Einleitung von W. Graf von Rothkirch und einem Geleitwort von Wilhelm Pinder. Propyläen Verlag (Berlin). M.4.80.

A very useful collection of 350 full-page and 8 colored reproductions selected from the Propyläen Kunstgeschichte.

Ernst, Paul, *Ein Credo* (München). M.8.50.

From the contents: My Poetical Experience. Preface to the "Kaiserbuch," Stage and

Theatre. The Drama as a Sociological Factor. Kierkegaard. What Shall We Do? The German God. Poetry and Christianity.

Fröbel, Friedrich, *Brief an die Frauen in Keilhan*. Edited by Bruns. Verlag Hermann Böhlau (Weimar). 150 p. M.6.50.

As a minute and explicit self-analysis of his mental and spiritual make-up and of the manifestations of his own habits and personal trends it is a very important addition to the biography of the great German educator.

Goethes Reise-, Zerstreuungs- und Trostbüchlein. Ed. H. Wabe. Insel Verlag (Leipzig). M.4.

Contains 36 small colored pictures of landscapes which Goethe sketched in 1806 and 1807 for the young daughter of Karl August.

Hankamer, Paul, *Deutsche Gegenreformation und deutsches Barock. Die deutsche Literatur im Zeitraum des 17. Jahrhunderts*. (Epochen der deutschen Literatur, Bd. 2. Teil 2) (Stuttgart). M.15.50.

Hofmannsthal, Hugo von, *Briefe 1890-1901*. S. Fischer Verlag. M.5.50.

Unpublished letters of the young poet up to the time of his marriage. The correspondence with his parents and his grandmother reveal very lovable and human sides, the letters addressed to Viennese friends like Schnitzler, Bahr, Salten, Beer-Hofmann afford us a view into his poetic workshop. We realize the outside influences, learn of his own judgment on poetic works of the past, e.g., Goethe and Hebbel, and the Vienna of the nineties becomes fully alive.

Jannsen, Christian, *Die deutsche Dichtung der Gegenwart*. B. B. Teubner (Leipzig). 127 p. M.3.80.

Kessler, Harry Graf, *Gesichter und Zeiten*. S. Fischer (Berlin). 311 p. M.7.50.

First volume: *Völker und Naturländer*. The former German ambassador at Warsaw relates observations of personages and conditions as he made them in travels through the wide world when a comparatively young man.

Kippenberg, Katharina, *Rainer Maria Rilke*. Insel Verlag (Leipzig). M.5.

Reminiscences of many years of personal contact with the poet and an attempt to interpret him and his works on the basis of personal observations.

Loerke, Oskar, *Das unsichtbare Reich. Johan Sebastian Bach*. S. Fischer Verlag (Berlin). Essay. M. 1.50.

Lützler, Heinrich, *Grundstile der Kunst*. Dümmler (Berlin und Bonn). M.3.80.

Finds the logical origin of Wölfflin's "fundamental concepts" and shows their application in discerning the real aesthetic values in objects of art.

Mann, Thomas, *Leiden und Grösse der Meister*. S. Fischer Verlag (Berlin).

Contents: *Goethe als Repräsentant des bürgerlichen Zeitalters. Goethes Laufbahn als Schriftsteller. Leiden und Grösse Richard Wagners. August von Platen. Theodor Storm. Meerfahrt mit Don Quijote*. 270 p. M.4.50.

This collection of essays was written between 1932 and 1934. Two inspired by the Goethe centennial of 1932, one by the 50th anniversary of Wagner's death, and the last one an account of Th. Mann's first ocean-crossing, which led him to our shores.

Oncken, Hermann, *Nation und Geschichte*. G. Grobe (Berlin). M.10.

A collection of papers and lectures of the great history-teacher, presented on various occasions during the last twenty years from 1915 to 1935.

Oncken, Hermann, *Cromwell. Vier Essays über die Führung einer Nation* (Stuttgart). 149 p. M.3.80.

Potthoff, Adolf, *Paul Ernst*. Langen/Müller (München). M.1.20.

A short, but comprehensive and thorough estimate of the great German poet and artist's life and work.

Rilke, Rainer Maria, *Briefe aus Muzot* (1921/26) Insel Verlag. 410 p. M.7.

Ritter, Paul, *Der Kampf um den Erdräum*. Philipp Reclam jr. (Leipzig). M.6.00.

A history of colonization as a political institution, beginning with the colonies of Greece and going through to the mandate policy of Versailles.

Schultz, Franz, *Klassik und Romantik der Deutschen. Erster Teil. Die Grundlagen der klassisch-romantischen Literatur* (Stuttgart). J. B. Metzler.

Classicism and romanticism are considered as a unity, as two tree-trunks springing from one root,—the *Geniezeit* being the precursor of both. Influence of Herder and Winckelmann on both trends is stressed. The movements are brought into relationship with present-day Germany.

Schweitzer, Albert, *Die Weltanschauung der indischen Denker. Mystik und Ethik*. Beck'sche Verlagsbuchhandlung (München).

Brilliant interpretation and clear development of Indian philosophy and outlook on life by a European thinker.

Veit, Otto, *Die Tragik des technischen Zeitalters. Mensch und Maschine im 19. Jahrhundert*. S. Fischer Verlag (Berlin). 226 p. M.4.50.

Blessing and curse of the machine-age and man's struggle against the supremacy of matter are vividly pictured.

Wahl, Rudolf, *Canossa. Kirche und König. Eine Historie*. Mit 7 Bildern. S. Fischer Verlag. M.6.50.

Complexity and tragedy of the historical struggle of Henry IV against Pope Gregory.

Wisch, Siegfried, *Lachende Klassiker*. Bibliographisches Institut (Leipzig) 203 p. M.2.40.

Excerpts of a humorous nature from the works of forty-two classic authors (from Grimmshausen to Stifter, from Gellert and Gleim, Storm and Keller). Preliminary notes on each of the poets are given by the editor.

SOME PUBLICATIONS ON NATIONAL SOCIALISM

Bühler, Johannes, *Deutsche Vorgeschichte*. Hermann Schaffstein Verlag (Köln).

What constitutes today within the space occupied by the Germans historical possession in the spiritual and intellectual sphere, is the principal theme.

Becker, Horst, *Die Familie*. Moritz Schäfer (Leipzig). M.3.75.

Discusses origin, development and present-day concept of the family as the basis for all organic life among human beings. Practical and comprehensive.

Ernst, Paul, *Verfall und Neuordnung*. Langen/Müller (München). 141 p. M.2.50.

Essays discussing the reasons for the collapse (written between 1917 and 1932) and the new order of things.

Gauss, Paul, *Das Buch vom deutschen Volkstum*. F. A. Brockhaus (Leipzig). 1065 illustrations. M.20.

The book attempts "to awaken consciousness of the greatness and the inexhaustible riches of German life" and to be a handbook for every German.

Günther, Hans F. K. *Herkunft und Rassengeschichte der Germanen*. J. F. Lehmann (München). M.6.

The chief authority on the racial theories of National Socialism offers new ideas and additional items about the origin and development of the German people.

Johst, Hans. *Maske und Gesichte. Reise eines Nationalsozialisten von Deutschland nach Deutschland*. Langen/Müller (München). 208 p. M.3.20.

Kieckbusch, Albert, *Germanische Geschichte und Kultur der Urzeit*. Quelle und Meyer (Leipzig). M.1.80. No. 301 of Wissenschaft und Bildung. The well-known scholar (he died recently) gives a comprehensive view of the history of the German tribes.

Kluckhohn, Paul, *Der Begriff des Volkes im Schrifttum der deutschen Bewegung von Möser und Herder bis Grimm*. (Literarhistorische Bibliothek. Bd. 13) Junker und Künnhaupt (Berlin). M.5.50.

Mönckmeier, Otto, *Jahrbuch für nationalsozialistische Wirtschaft*. Kohlhammer (Stuttgart und Berlin). M.8.40.

Oehler, Prof. Dr. Richard, *Friedrich Nietzsche und die deutsche Zukunft*. Armanen Verlag (Leipzig und Frankfurt a/M.). 132 p. M.3.

The philosophy of Nietzsche is brought into relationship with the National Socialist movement. Contents: Purification of the Atmosphere. The Wholesome Values. The Leaders and Those Led. The National Order of Classes. The Masters of the Earth.

Popp, Hermann, *Olympia, ein Vermächtnis der Griechen an die Nachwelt*. Volksverband der Bücherfreunde. Wegweiser Verlag (Berlin).

A history of the Olympic games, from their inception through the middle ages and to the revival in the twentieth century; very ably and interestingly presented.

Schneider, Reinhold, *Auf Wegen deutscher Geschichte*. Insel Verlag (Leipzig). M.3.80.

The report of journeys through such centers as Paderborn, Speyer, Bremen, Tangermünde, Nürnberg, Rudolstadt, and the Ostmark.

Retzlaff, Hans, *Deutsche Bauertrachten*. Mit 207 Bildern. Atlantis Verlag (Berlin). M.8.60.

A comprehensive perspective of the field of peasant costumes, as they are still used not only in Germany but also among the Germans in Hungary, Jugoslavia, etc.

Schultz, Wolfgang, *Altgermanische Kultur in Wort und Bild. Drei Jahrtausende germanischen Kulturgestaltens*. I. F. Lehmanns Verlag (München). 140 p. M.6.

Weigel, Karl Theodor, *Runen und Sinnbilder*. Alfred Metzner Verlag (Berlin). 83 p. M.3.30.

OF INTEREST TO THE TEACHER

Das kluge Alphabet. Konversations-Lexikon in 10 Bänden. Bd. 3, 6, 7. Propyläen-Verlag. 1935.

Arens, Hans, *Frühe deutsche Lyrik ausgewählt und erläutert mit einer Einleitung von Prof. Arthur Hübner*. (Mittelalterliche Lyrik in Ursprache—Übersetzungshilfen unter dem Text.) Weidmannsche Buchhandlung (Berlin). 460 p. M.4.80.

Lorch, Dr. Hermann, *Arteigene Sprachlehre. Wortbildung und Wortbedeutung als deutsches Bildungsgut. Völkisches Lehrgut*. Julius Klinkhardt, Verlags Druckhandlung (Leipzig). 94 p. M.2.80.

Meier, John, *Deutsche Volkslieder mit ihren Melodien*. Bd. 1, Balladen. Walter de Gruyter. 289 p. M.7.50.

Published by Deutsches Volkslieder Archiv in Freiburg, this book contains a large number of the earliest ballads, e.g., *Die Meererin*, *Tannhäuser*, *Königskinder*, etc. many with more than one composition. The whole collection is to consist of nine volumes.

Prestel, Dr. Josef, *Volkshafte Dichtung. Besinnungen und Durchblicke*. Klinkhardt, Verlagsbuchhandlung (Leipzig-München). Völkisches Lehrgut. "Erhellet vom Licht des Dritten Reiches" (Vorwort). 96 p. M.2.80.

Schmitt, Dr. Fritz, *Tabellen zur deutschen Literaturgeschichte*. VIII, 165 p. mit ausklappbaren Übersichtstafeln. Junker und Dünnhaupt (Berlin). 145 p. M. 6.

Recommended to teachers who consider graphic and typographic means helpful in teaching.

Schulze, Werner, *Wustmann: Sprachdummheiten*. Walter de Gruyter (Berlin). 394 p. M.2.80.

The often misjudged yet famous guide is entirely rewritten on the basis of the best authorities in the field. Noteworthy chapters: *S* plural, inversion, abuse of the superlative, the use of the conditional, etc.

Walther, Karl August, *Neues Volk auf alter Erde. Ein Bauernlesebuch*. Junker und Dünnhaupt (Berlin). 321 p. M.5.

Doctor's Degrees in Modern Foreign Languages 1935-36

Compiled by HENRY GRATTAN DOYLE
Managing Editor, MODERN LANGUAGE JOURNAL
The George Washington University, Washington, D. C.

FOLLOWING is a list of recipients of the degree of Doctor of Philosophy from American universities during the academic year 1935-36 with majors in French, German, Spanish, Italian, or related fields, together with dates and sources of previous degrees, fields of study, and titles of the respective theses. Degrees are not listed unless they were actually conferred during the academic year 1935-36.*

BROWN UNIVERSITY—*Will Mercer Cook*, A.B., Amherst College, 1925; A.M., Brown University, 1931; (Romance Languages): "French Travellers in the United States, 1840-1870." Head of the French Department, Atlanta University, Atlanta, Ga. *Otis Edward Fellows*, A.B., American University, 1930; A.M., Brown University, 1933; (Romance Languages): "French Opinion of Molière, 1800-1850," Instructor in Romance Languages, Brown University. *Edwin Martin John Kretzmann*, A.M., Ohio State University, 1931; (German): "The Pre-War German Utopian Novel, 1890-1914." Instructor in German, Brown University.

COLUMBIA UNIVERSITY—*Ansten Anstensen*, A.B., St. Olaf College, 1925; A.M., Columbia University, 1928; (Germanic Languages): "The Proverb in Ibsen." *Vista Clayton*, A.B., Indiana University, 1915; A.M., *ibid.*, 1920; (French): "The Prose Poem in French Literature of the Eighteenth Century." *Halfdan Ingstrup Gregersen*, A.B., Stanford University, 1922; A.M., *ibid.*, 1923; (Spanish): "Ibsen and Spain: A Study in Comparative Drama." *Albert William Holzmänn*, Litt.B., Rutgers University, 1917; A.M., Columbia University, 1926; (Germanic Languages): "Family Relationships in the Dramas of August von Kotzebue." *Henry Hall King*, A.B., Amherst College, 1907; A.M., Harvard University, 1908; (Slavonic Languages): "Dostoyevsky and Andreiev: Gazers Upon the Abyss." *Lawrence Meyer Levin*, A.B., Harvard University, 1917; (French): "The Political Doctrine of Montesquieu's *Esprit des lois*: Its Classical Background." *Vincent Luciani*, A.B., College of the City of New York, 1926; A.M., Columbia University, 1930; (Italian): "Francesco Guicciardini and his European Reputation." *Warner Forrest Patterson*, A.B., Taylor College, 1917; B.S., Columbia University, 1922; A.M., University of Michigan, 1922; (French): "Three Centuries of French Poetic Theory." *Paul John Salvatore*, A.B., Columbia University, 1915; (French): "Favart's Unpublished Plays." *Curtis Churchill Doughty Vail*, A.B., Hamilton College, 1924; A.M., Columbia University, 1929; (Germanic Languages): "Lessing's Relation to the English Language and Literature." *Mrs. Esther Turner Wellman*, A.B., University of Southern California, 1919; B.D., Drew Theological Seminary, 1921; (Spanish): "Amado Nervo: Mexico's Religious Poet." *Herman George Wendt*, A.B., Columbia University, 1923; A.M., *ibid.*, 1925; (Germanic Languages): "Max Dauthendey: Poet-Philosopher."

CORNELL UNIVERSITY—*Charles Auguste Choquette*, A.B., Clark University, 1926; A.M., Cornell University, 1932; (French Literature, Spanish Literature, French Philology): "A Study and Dictionary of the Figurative Imagery of Baudelaire's *Les Fleurs du Mal*." *Arthur Monroe Hanhardt*, A.B., Walla Walla College, 1925, A.M., University of Nebraska, 1931;

* It is hoped that this list is correct and complete. The *Modern Language Journal* will be glad to publish additions and corrections, however, and will welcome notes as to teaching appointments, etc. Address the Managing Editor.

The compiler also has in preparation similar lists covering the academic years from 1931-32 to 1933-34, inclusive, and will be glad to receive the corresponding data.

(German Literature, German Philology, Old Norse): "German Realistic Regional Literature (Heimatkunst): Origins, Characteristics, Theories, and Representative Authors." *George Joachim Mundt*, A.B., Dartmouth, 1933; (German Literature, German Philology, Modern European History): "The Ideology of Modern German War-Literature." *Annemarie Margaret Sauerlander*, A.B., University of Buffalo, 1928; A.M., *ibid.*, 1930; (German Literature, German Philology, European History): "Lily Braun: A Study of her Personality, her Socialistic and Literary Activity, and an Estimate of her Place in German Literature." *Herbert Franz Ferdinand Schaumann*, A.B., Westminster College, 1932; (German Literature, German Philology, Philosophy): "Fundamental Characteristics of German-American Lyrics."

HARVARD UNIVERSITY—*Charles Frederick Barnason*, A.B., College of the City of New York, 1915; A.M., Cornell University, 1917; (Germanic Philology): "The Revival of Old Norse Literature, 1600–1750." Instructor in German, Harvard University. *Willis Herbert Bowen*, A.B., Wesleyan University, 1926; A.M., Harvard University, 1928; (Romance Philology): "Jacques Gohory, 1520–1576." Instructor in Romance Languages, Miami University, Oxford, Ohio. *Chester Chisholm Connell*, Ph.B., Yale University, 1918; A.M., Princeton University, 1927; A.M., Harvard University, 1932; (Romance Philology): "The Closing of Atonic Vowels in the Romance Languages." Instructor in Spanish, Harvard University. *Francis Morton Currier*, A.B., Harvard University, 1917; A.M., *ibid.*, 1921; (Germanic Philology): "Native and Foreign Influences in the Works of Hofmannswaldau." Instructor in German, Massachusetts Institute of Technology. *John Henry Cutler*, A.B., Harvard University, 1932; A.M., *ibid.*, 1935; (Romance Philology): "Manuel González Prada, Precursor of a Modern Peru." Instructor in French and Spanish, Dartmouth College. *Wallace Adams Fowlie*, A.B., Harvard University, 1930; A.M., *ibid.*, 1933; (Romance Philology): "Ernest Psichari: A Literary Study in Religious Experience." Instructor, Bennington College, Bennington, Vermont. *Howard Graham Harvey*, A.B., University of Manitoba, 1919; LL.B., *ibid.*, 1922; A.M., Northwestern University, 1927; (Romance Philology): "The Law and the Lawyers in the Comic Theatre in France under the Ancien Régime." Assistant Professor of French, University of Rochester. *Alan Holske*, A.B., Harvard University, 1927; A.M., *ibid.*, 1933; (Germanic Philology): "Adalbert Stifter's Ideal of Freedom and of Personality." *Malcolm Bancroft Jones*, A.B., Harvard University, 1924; A.M., *ibid.*, 1930; (Romance Philology): "French Literature and American Criticism, 1870–1900." *Justin McCortney O'Brien*, Ph.B., University of Chicago, 1927; A.M., Harvard University, 1928; (Romance Philology): "The Novel of Adolescence in France, 1890–1930." Instructor in French, Columbia University. *Clarence Dana Rouillard*, A.B., Bowdoin College, 1924; A.M., Harvard University, 1925; (Romance Philology): "The Turk in French History, Thought, and Literature, 1520–1660." Instructor in French, Amherst College.

THE JOHNS HOPKINS UNIVERSITY—*Margaret Louise Buchner*, B.S., Johns Hopkins University, 1932; (Romance Languages): "A Study of the Vocabulary of Jean-Jacques Rousseau." *Edwin Colby Byam*, A.B., Boston University, 1920; A.M., Harvard University, 1921; (Romance Languages): "Théodore Barrière: Dramatist of the Second Empire." *Jean Ferdinand David*, B.èsL., University of Paris, 1923; A.B., University of Saskatchewan, 1927; A.M., Johns Hopkins University, 1930; (Romance Languages): "Voltaire et les Peuples Primitifs: Contribution à l'Étude de sa Philosophie de l'Histoire et de ses Théories sur le Progrès." *Panos P. Morphopoulos*, L. en Droit, University of Paris; A.M., University of California, 1929; (Romance Languages): "L'Image de la Grèce dans les Voyageurs Français du Seizième Siècle au Début du Dix-huitième." *Spire Pitou, Jr.*, A.B., Wesleyan University, 1933; (Romance Languages): "La Calprenède's *Faramond*: A Study of the Sources, Structure, and Reputation of the Novel." Instructor in French, Georgia School of Technology. *Paul Merrill Spurlin*, Ph.B., Emory University, 1925; (Romance Languages): "Montesquieu and American Opinion, 1760–1801." Instructor in French, Louisiana State University, Baton Rouge. *Lorna Lavery Stafford*, A.B., University of Chicago, 1916; A.M., Johns Hopkins University, 1923; (Romance Languages): "The Soliloquy in the Spanish Drama before Lope de Vega."

NEW YORK UNIVERSITY—*William Hunter Beckwith*, Mus.B., New York University, 1929; A.M., *ibid.*, 1931; (Romance Languages—French): "The Formation of the Esthetic of Romain Rolland." Instructor in French, New York University. *Max Sorkin*, B.S., New York University, 1929; (Romance Languages—French): "Paul Scarron's Adaptations of Spanish *Comedias*." Instructor in French, New York University.

NORTHWESTERN UNIVERSITY—*James Isaac Loeb, Jr.*, A.B., Dartmouth College, 1929; A.M., Northwestern University, 1931; (Romance Languages): "The Public and Its Attitudes toward the Tragedy in Eighteenth Century France, 1715-1789."

OHIO STATE UNIVERSITY—*Alessandro S. Crissafulli*, A.B. and B.Sc. in Education, The Ohio State University, 1932; A.M., *ibid.*, 1933 (French): "Notes Critiques sur les *Lettres Persanes* de Montesquieu." *Frederic Jacques Kramer*, B.S. in Education, Miami University, 1928; A.M., The Ohio State University, August 1930; (German): "Nobody and Somebody, A Study of the English and Two German Versions." Instructor in German, Ohio State University. *Reinhold Louis William Nordsieck*, A.B., Butler University, 1929; A.M., The Ohio State University 1930; (German): "The Stage of the Passion Play at Bozen in 1514." Instructor in German, the Ohio State University. *Adolph David Weinberger*, A.B., The Ohio State University, 1931; A.M., *ibid.*, 1932; (German): "A Study of the Language of Goethe's *Werther*, with Special Reference to the Language of the Sentimental Novel." Instructor in German, The Ohio State University.

GEORGE PEABODY COLLEGE FOR TEACHERS—*Joel D. Bounos*, B.S., Southwest Missouri State Teachers College, 1919; A.M., University of Missouri, 1926; (Modern Foreign Languages—French): "The Waldensian Patois of Pramol." Professor, Southwest Missouri State Teachers College.

PRINCETON UNIVERSITY—*Robert Wallace Elliott, Jr.*, Litt.B., Rutgers University, 1924; (Modern Languages and Literatures): "Balzac's *Ursule Mirouet*: A History of the Composition and of the Successive Revisions Made by the Author." *Joseph Paul Free*, A.B., Princeton University, 1932; (Modern Languages and Literatures): "Rousseau's Use of the *Examen de la religion* and of the *Lettre de Thrasibule à Leucippe*." *Gordon Rulledge Silber*, A.B., Princeton University, 1931; (Modern Languages and Literatures): "The Influence of Dante and Petrarch on Certain of Boccaccio's Lyrics."

RADCLIFFE COLLEGE—*Katherine Wellington Auryansen*, A.B., Mt. Holyoke College, 1923; A.M., Radcliffe College, 1927; (Romance Philology): "The Patriotism of Chateaubriand." Assistant Professor of Romance Languages, Mount Holyoke College.

STANFORD UNIVERSITY—*Ella Mary Martine*, A.B., University of California, 1912; A.M. Stanford University, 1925; (German): "The Phenomena of Sound in the Writings of Thomas Mann." *John Turner Reid*, A.B., Stanford University, 1929; A.M., *ibid.*, 1930; (Romanic Languages): "Attitudes toward Liberalism in the works of the Pío Baroja and Ricardo León." *Louise Williams*, A.B., College of the Sacred Heart, 1925; A.M., Stanford University, 1928; (Romanic Languages): "A Cultural Survival from the Old Régime."

UNIVERSITY OF CALIFORNIA—*Leo Kirschenbaum*, A.B., University of California, 1928; A.M., *ibid.*, 1930; (Romance Literature): "Enrique Gaspar and the Social Drama in Spain." *Fritz Melz*, A.B. University of California, 1931; A.M., *ibid.*, 1933; (German): "Wieland und Tieck: ein Vergleich." *Edwin Seth Morby*, A.B., University of California, 1931; A.M., *ibid.*, 1933; (Romance Literature): "The Plays of Juan de la Cueva." *Frederick Josef Schmitz*, A.B., University of California, 1930; A.M., *ibid.*, 1932; (German): "Lessings Stellung in der Entfaltung des Individualismus im 18 Jahrhundert." *Alice Irwin Shone*, A.B., University of California, 1921; A.M., *ibid.*, 1930; (Romance Literature): "Amado Nervo: A Mexican *Modernista* in the Baudelairean Manner."

UNIVERSITY OF CHICAGO—*Edgar Crowther Cumings*, A.B., Indiana University, 1931; A.M., *ibid.*, 1932; (Germanics): "Woman in the Life and Work of Theodor Mundt." Instructor, Rochester University, Rochester, N. Y. *Virginia Christian Farinholt*, A.B. College of William and Mary, 1928; A.M., University of Chicago, 1930; (Romance Languages): "A

Critical Edition of Georges de Scudéry's *L'Amour tyrannique*." Assistant Professor, Women's College of University of North Carolina. *Alrik Theodore Gustafson*, Ph.B., University of Chicago, 1925; (Literature): "The Early Growth of Poetic Realism in Anders Osterling, 1904-10." Instructor, Cornell University. *Richard Travis Hardaway*, A.B., Duke University, 1925; A.M., *ibid.*, 1928; (Germanics): "The Revision of C.F. Meyers *Novellen*: An Interpretation of the Variants between the Texts of the *Deutsche Rundschau* and of the Book." Instructor, Princeton University. *Agnes Genevieve Murphy*, A.B., University of California at Los Angeles, 1931; A.M., *ibid.*, 1933; (Germanics): "Banditry, Chivalry, and Terror in German Fiction, 1790-1830." *William Joseph Roach*, Ph.B., University of Chicago, 1929; (Romance Languages): "The Religious Elements in the *Perlesvaus*." Instructor, Catholic University of America, Washington, D. C. *William Hilliard Trethewey*, A.B., University of Toronto, 1923; A.M., *ibid.*, 1924; (Romance Languages): "A Critical Edition of *La petite Philosophie*, an Anglo-Norman Poem of the Thirteenth Century." Instructor, Mount Allison University, Sackville, New Brunswick, Canada. *Jane Mason Turnbull*, A.B., McMaster University, 1915; A.M., *ibid.*, 1916; (Romance Languages): "Essential Traits of French-Canadian Poetry." Professor, Brandon College, Brandon, Manitoba, Canada. *Abraham Warkentin*, A.B., University of Kansas, 1928; A.M., *ibid.*, 1929; (Germanics): "The Devil in the German Traditional Story." Professor, Bethel College, Newton, Kansas.

UNIVERSITY OF ILLINOIS—*Francis Osborne Adam, Jr.*, A.B., William and Mary College, 1926; M.L., University of Mexico, 1927; (Romance Languages): "Some Aspects of Lope de Vega's Dramatic Technique as Observed in his Autograph Plays." *Dorothy Reeves Breen*, A.B., University of Illinois, 1926; A.M., *ibid.*, 1927; (Romance Languages): "An Edition of *La Dragontea* by Lope Félix de Vega Carpio, with Notes and an Introductory Essay." *William Paul Dismukes*, A.B., Vanderbilt University, 1926; A.M., *ibid.*, 1927; (Romance Languages): "Michelet and Vico: A Study of Michelet's Use of Vichian Principles." *Charles Gilbert Rowe*, A.B., Vanderbilt University, 1928; A.M., Indiana University, 1929. (Romance Languages): "A Forgotten Disciple of Molière: Jean-François Cailhava d'Estandoux."

STATE UNIVERSITY OF IOWA—*Elisabeth Anne Barbon*, A.M., State University of Iowa, 1930; (French): "A Critical Study of Auguste Angellier, with Translations in Verse of Selected Poems." Instructor in French, State University of Iowa. *Irving R. Johnson*, A.B., University of Michigan, 1927; A.M., Boston University, 1932; (German Philology): "A Study of the Amana Dialect."

UNIVERSITY OF MICHIGAN—*Anthony Joseph Jobin*, A.B., Harvard University, 1913; A.M., University of Michigan, 1923; (Romance Languages): "The Regional Literature of French Canada." Assistant Professor of French, University of Michigan. *Thomas Aloysius McGuire*, A.B., Brown University, 1920; A.M., University of Michigan, 1923; (Romance Languages): "The Conception of the Knight in the Old French Epics of the Southern Cycle, with Parallels from Contemporary Historical Sources." Instructor in Modern Languages, Michigan State College of Agriculture and Applied Science.

UNIVERSITY OF MINNESOTA—*Helen Hope Housel*, A.M., University of Minnesota, 1931; (German): "Parallelisms of the English and German Folksong Revival in Romanticism." *Hans Fred Laas*, A.M., University of Minnesota, 1932; (German): "Die Novelle bei Wilhelm Heinrich Riehl." *Linton Cooke Stevens*, A.B., University of Wisconsin, 1921; A.M., *ibid.*, 1922; (Romance Languages—French) "La Langue de Brantôme."

UNIVERSITY OF NORTH CAROLINA—*Frederic Edward Coenen*, A.B., University of Arizona, 1928; A.M., *ibid.*, 1930; (German Literature): "The Men-Characters in the Dramas of Franz Grillparzer." Instructor in German, The University of North Carolina. *Francis Clement Hayes*, A.B., University of North Carolina, 1924; A.M., Columbia University, 1930; (Spanish Literature): "The Use of Proverbs in the *Siglo de Oro* Drama." Instructor in Spanish, The University of North Carolina.

UNIVERSITY OF PENNSYLVANIA—*Thaddeus Ernest Du Val, Jr.*, A.B., University of Virginia, 1925; A.M., Columbia University, 1927; (Romanics): "Realism in the *Revue des Deux*

Mondes." Instructor in French, Temple University. *Maurice Gallagher*, B.S. in Ed., University of Pennsylvania, 1924; A.M., *ibid.*, 1925; (Romanics): "Baour-Lormian: Life and Works." Instructor in French, University of Pennsylvania. *Armstead Oley Grubb*, A.B., Princeton University, 1925; A.M., University of Pennsylvania, 1928; (Romanics): "French Sports Neologisms." Teacher of French, William Penn Charter School, Philadelphia. *Gregory Gough La Grone*, A.B., East Texas State Teachers College, 1930; A.M., University of Texas, 1931; (Romanics): "The Imitations of *Don Quixote* in the Spanish Drama." Instructor in French, University of Pennsylvania. *Wolfram Karl Legner*, A.B., Harvard University, 1923; A.M., University of Pennsylvania, 1932; (Germanics): "The Strong Verb in Sebastian Brant's *Narrenschiff*." Head of Department of German, Beaver College, Jenkintown, Pa.

UNIVERSITY OF PITTSBURGH—*Vincent A. McCrossen*, A.B., Dickinson College, 1930; (German): "François Sébatiér's Translation of Goethe's *Faust*."

UNIVERSITY OF TEXAS—*Mrs. Florene Johnson Dunstan*, G.A., Bessie Tift College, 1924; B.M., *ibid.*, 1925; A.M., Southern Methodist University, 1932; (Spanish Literature and Language, French Literature, and Latin-American History): "Medical Science in the Picaresque Novels, 1550-1650."

UNIVERSITY OF WISCONSIN—*Lois Margaretta Boe*, A.B. Augustana College, 1930; A.M., University of Wisconsin, 1931; (French and Comparative Literature): "The Conception of French Naturalistic Tragedy." Instructor, Susquehanna College, Selinsgrove, Penna. *Dwight LeMerton Bolinger*, A.B., Washburn College, 1930; A.M., University of Wisconsin, 1932; (Spanish and Philosophy): "Pío Baroja: a Critique." Instructor in Spanish, University of Wisconsin. *William Jones Boning*, A.B., University of Wisconsin, 1926; A.M., *ibid.*, 1928; (French and Spanish): "Cherbuliez-Valbert, Publicist of the *Revue des deux Mondes*." *Harold LeRoy Clapp*, A.B., Colgate University, 1930; A.M., University of Wisconsin, 1933; (French and Italian): "Georges Courteline." Assistant Professor of French Lake Erie College Painesville, Ohio. *Graydon Skerritt DeLand*, A.B., Colgate University, 1921; A.M., University of Wisconsin, 1926; (Spanish and French): "An Etymological Vocabulary to the Books of *Exodus* and *Leviticus* of the *General Estoria* of Alfonso el Sabio." *Robert Manly Duncan*, A.B., Oberlin College, 1926; A.M., *ibid.*, 1930; (Spanish and Comparative Literature): "An Etymological Vocabulary of the Plant Names in the Works of Alfonso el Sabio." Instructor in Spanish, University of Wisconsin. *Walter Gausewitz*, A.B., University of Wisconsin, 1924; A.M., *ibid.*, 1925; (German and Comparative Literature): "Optic and Acoustic Phenomena in the Poetic Work of Goethe and Schiller." *Henry Bert Holmes*, A.B., Indiana University, 1916; A.M., University of Wisconsin, 1920; (Spanish and French): "An Etymological Vocabulary of *Calila y Dimna*." Professor of Romance Languages, University of Kentucky. *John Scott Irwin*, A.B., University of Wisconsin, 1922; A.M., *ibid.*, 1925; (French and Philosophy): "Platonic Elements in Renan's *L'Avenir de la science*." Instructor, Wittenberg College. *Erika Marie Meyer*, A.B., University of Iowa, 1925; A.M., *ibid.*, 1926; (French and German) "Jacob Wassermann und Erwin Guido Kolbenheyer: Ein Vergleich vom Standpunkt der national-sozialistischen Weltanschauung." Assistant Professor, Mt. Holyoke College. *Bertha Mueller*, A.B., Northwestern University, 1926; A.M., University of Wisconsin, 1929; (German and History): "American Criticism of Recent German Literature." Assistant Professor, University of Hawaii. *Mach Hendricks Singleton*, A.B., Phillips University, 1928; A.M., Kansas University, 1929; (Spanish and French): "Technique and Idea in Early Spanish Fiction." Instructor in Spanish and Portuguese, University of Wisconsin. *Sister Rose Dominic Gabisch*, A.B., Kansas University, 1927; A.M., *ibid.*, 1929; (German, German History and History): "The Philosophy of Life of Joseph von Eichendorff." Instructor, Catholic School at Leavenworth, Kansas. *Mary Jo Walker*, A.B., Indiana University, 1919; A.M., University of Wisconsin, 1921; (French, Education and Spanish): "A Critical Study of the Intermediate and Proficiency Examinations in French at the University of Wisconsin." Instructor, University of Minnesota.

WASHINGTON UNIVERSITY—*Theodore Herzl Leon*, A.B., Washington University, 1930;

A.M., *ibid.*, 1931; (German): "The Mexican Novels of Charles Sealsfield: A Study of Their Origin, Sources, and Historic Truth." *Walter Rist*, A.B., Washington University, 1931; A.M., *ibid.*, 1932; (German): "Charles Sealsfield's Literary Horizon: A Study of His *Belesenheit* and of his Critical Opinions." Instructor, St. Louis College of Pharmacy.

YALE UNIVERSITY—*John Loxley Firth*, PhB., Yale University, 1930; (Romance Languages): "Maurice Rollinat, A Poet of Le Berry." *Grant Gilmore*, A.B., Yale University, 1931; (Romance Languages) "Stéphane Mallarmé." *Augustin Victor Goldière*, A.B., Dartmouth College, 1920; A.M., Yale University, 1928; (Romance Languages): "Life and Works of Charles de Bernard."

• Personalia* •

Alfred University (Alfred, N. Y.)

Promotions: Charles D. Buchanan, from Associate Professor to Professor of German. Kaspar O. Myrvaghes, from Instructor to Assistant Professor of German. Marie Louise Cheval, from Instructor to Assistant Professor of Romance Languages.

American University (Washington, D. C.)

New Appointment: Louis Cabrera, Instructor in Italian and Spanish (formerly Instructor in the High School at Newport News, Va.)

Amherst College (Amherst, Mass.)

New Appointment: Willard Harris Stearns, Instructor in French for one year, during the absence on leave of Professor Frederick K. Turgeon.

Boston University (Boston, Mass.)

Promotions: Herbert Benjamin Myron, from Instructor to Assistant Professor of French. Albert A. Thompson, from Instructor to Assistant Professor of Spanish.

New Appointment: Irving R. Johnson, Instructor in German.

Bowdoin College (Brunswick, Me.)

New Appointment: Eaton Leith, Instructor in Romance Languages (taught at Harvard University for one year, and at Dartmouth College for six years).

Brooklyn College (Brooklyn, N. Y.)

Promotion: John J. Spagnoli, from Instructor to Assistant Professor of Romance Languages.

Brown University (Providence, R. I.)

Promotions: Alfonso de Salvio, from Professor of Italian to Acting Head of the Romance Languages Department. L. P. G. Veckham, from Instructor to Assistant Professor of French.

Resignation: Horatio E. Smith, from Headship of the Romance Language Department to accept the Headship of French at Columbia.

New Appointments: Fernand Baldensberger, of Harvard, as Visiting Lecturer on Comparative Literature. Otis E. Fellows, Instructor in French.

Bryn Mawr College (Bryn Mawr, Pa.)

Promotions: Max Diez, from Associate Professor to Professor of German Literature. Fritz Mezger, from Associate Professor to Professor of German Philology.

Resignations: Mary Sturm Chalmers, part-time Instructor in German (to be Instructor in German at Lawrence College). Lydia Whitford Mason, part-time Instructor in Italian. Florence Whyte, part-time Instructor in Spanish.

Leave of Absence: Madeleine Soubeiran, Associate Professor of French.

* The *Journal* will be glad to receive additions or corrections. Address the Managing Editor.

New Appointments: Germaine Bree, Lecturer in French (as substitute for Madeleine Soubeiran for 1936-37; formerly Professeur au Lycée de Jeunes Filles, Oran, Algeria.) Eleanor Seraphim O'Kane, part-time Instructor in Spanish (teacher of English, Residencia de Señoritas, Madrid, Spain, 1934-36.) Beth Cameron Busser, part-time Instructor in German (Fellow in German, Bryn Mawr College, 1935-36). Edith Cumings Wright, part-time Instructor in French (Instructor in French, Lake Erie College, 1933-35).

Bucknell University (Lewisburg, Pa.)

Resignation: Leo L. Rockwell, Professor of Germanic Languages (to become Head of the School of Languages, Colgate University).

New Appointment: Vincent McCrossen, Assistant Professor of French (formerly Instructor at the Bucknell University Junior College; during the past year Assistant Professor of German at Creighton University).

Colgate University (Hamilton, N. Y.)

Leave of Absence: John S. Tremper, Instructor in German, for 1936-37.

New Appointments: Leo L. Rockwell, Director of the School of Languages and Professor of English Literature (formerly Associate Professor of German at Bucknell, and Assistant Editor of the "Early Modern English Dictionary" at the University of Michigan). Ernest A. Kubler, Instructor in German (formerly Instructor in German at Cornell University).

The College of Wooster (Wooster, O.)

Promotion: Robert H. Esser, from Assistant to Instructor in German.

Resignation: Édouard J. E. Theis, Instructor in French (to accept a pastorate in one of the French Protestant churches at Vezénobres, Département Gard).

Columbia University (New York City)

Promotions: Pierre A. Clamens, from Instructor to Assistant Professor of French. Albert L. Cru, from Assistant Professor to Associate Professor of French in Teachers College. Marguerite Mespoulet, from Associate to Associate Professor of French in Barnard College.

Resignations: Anna W. Ballard, Assistant Professor of French in Teachers College (retired February 1, 1936). J. G. C. LeClercq, Instructor in French in Barnard College. Gustave L. van Roosbroeck, Assistant Professor of French (died July 12, 1936).

New Appointments: Paul Hazard, Visiting French Professor, Winter Session of 1936-37 (Professor of Comparative Literature in the Collège de France). Victor A. Oswald, Jr., Instructor in German. Horatio Smith, Professor of French (formerly Professor of Romance Languages, Brown University).

Connecticut College (New London, Conn.)

Promotion: Hanna Hafkesbrink, from Assistant Professor to Professor of German.

Resignations: Leona Sechi Trotta, Instructor in Italian. Josephine de Boer, Instructor in Romance Languages.

New Appointments: Frances Keene, Instructor in Romance Languages. Jacqueline Fouré, Assistant in French.

Connecticut State College (Storrs, Conn.)

Leave of Absence: Ralph H. Brown, Assistant Instructor in Foreign Languages, for one year (to study at Columbia University).

New Appointment: Stella Malkasian, Assistant Instructor in Foreign Languages (replacing Mr. Brown).

Cornell University (Ithaca, N. Y.)

Promotion: Morris G. Bishop, from Assistant Professor to Professor of Romance Languages. Dr. Bishop has also been elected Chairman of the Department for a term of three years.

Resignations: Andrew Prosper Pelmont, Assistant Professor of Romance Languages and Literatures (to return to France as a teacher of the English Language). E. A. Kubler, Instructor (to become Assistant Professor at Colgate University).

New Appointments: Gifford Phillips Orwen, Instructor in Romance Languages, return-

ing after a year spent as Weil Fellow at the University of Strassbourg. J. S. Tremper, part-time Instructor (formerly Instructor at Colgate University). Marvin Dilkey, part-time Instructor (formerly Instructor at Blackburn College, Carlinville, Illinois).

Denison University (Granville, O.)

William N. Felt, Assistant Professor of Modern Languages, returning from a year's leave of absence, spent in study at the University of Grenoble, France.

DePauw University (Greencastle, Ind.)

Promotions: P. G. Evans from Acting Head to Head of the Department of Romance Languages and Professor of Romance Languages. Laurel H. Turk, from Assistant Professor to Associate Professor of Spanish.

Resignation: Franklin V. Thomas, Assistant Professor of French (to do graduate work and teach at Ohio State University).

New Appointments: J. W. Childers, Instructor in Romance Languages (formerly at Arkansas State Agricultural and Mechanical College, Magnolia, Arkansas). John A. Ramsey, Instructor in Romance Languages. Landson Bowen, Instructor in Romance Languages (formerly Instructor in French, Wesleyan University, Middletown, Conn.)

Sabbatical Leave: Marguerite Andrade, Assistant Professor of French (for graduate study and travel).

Duke University (Durham, N. C.)

Promotions: Furman Anderson Bridgers, from Instructor to Assistant Professor of Romance Languages. Gifford Davis, from Instructor to Assistant Professor of Romance Languages.

Earlham College (Richmond, Ind.)

Leave of Absence: Martha Pick, Assistant Professor of Modern Languages (for first semester, 1936-37, to take a round-the-world tour).

Resignation: Mrs. Rachel Broders Ross, Assistant Professor of Modern Languages (to substitute during first semester, 1936-37, for Miss Martha Pick, on leave).

New Appointment: Edwin J. Pattee, Assistant Professor of Modern Languages (formerly Instructor in Romance Languages, University of Louisville).

Florida State College for Women (Tallahassee, Fla.)

Promotion: Dorothy Reeves Breen, from Assistant Professor to Associate Professor of Spanish and French.

Resignation: Associate Professor Manuel L. López.

New Appointment: Marie Davis, Instructor in French and Italian (formerly Assistant in Italian, University of Wisconsin).

The George Washington University (Washington, D. C.)

Promotion: James C. Corliss, from Assistant Professor of Spanish to Associate Professor of Inter-American Economics (transferred to Department of Economics).

New Appointments: Antonio Alonso, Associate in Spanish (formerly at Pan American Union). Luis Quintanilla, Associate in Spanish.

Goucher College (Baltimore, Md.)

Resignations: Helen May Heuser, Instructor in German (married). Eudofilia Arboleda, Instructor in Spanish (to return to her home in Ecuador).

New Appointment: Herbert Schaumann, Instructor in German.

Grinnell College (Grinnell, Ia.)

Resignations: Hubert J. Meessen, Instructor in Modern Languages (to teach at the University of Minnesota).

New Appointment: Francis W. Werking, Instructor in Modern Languages (completed residence work for Ph.D., University of Wisconsin, 1933-36. Teacher of German, Wisconsin University High School, and Graduate Assistant in German, University of Wisconsin, during this time).

Guilford College (Guilford College, N. C.)

Promotion: Mari Luise Huth, from Instructor to Assistant Professor in German and Spanish.

Leave of Absence: James Fleming, leave of absence continued for one year to study at Harvard University.

Hood College (Frederick, Md.)

Resignation: Mrs. Dolores Andújar Umbach, Instructor in Spanish.

Juniata College (Huntingdon, Pa.)

New Appointment: Jesse Glenn Gray, Instructor in German (graduated from Juniata College June 1936, now studying abroad).

Lawrence College (Appleton, Wis.)

Resignations: Elise Bohstedt, Instructor in German. Wjsleta Nuss, Instructor in Spanish and German (to study at the University of Colorado).

New Appointment: Mary S. Chalmers, Instructor in German (formerly Instructor in German, Bryn Mawr College and Harcum Junior College).

Massachusetts State College (Amherst, Mass.)

New Appointment: C. Collis Lyle, Instructor of German.

Michigan State College (East Lansing, Mich.)

New Appointments: Raymond T. Ohl, Professor of German and Latin (formerly Instructor in German, Newberry College). Lynton C. Stevens, Instructor in French (formerly Instructor in French, University of Florida). James A. McGuire, Instructor in Spanish (formerly Instructor in Spanish, University of Michigan).

Resignations: Margaret M. Miles, Instructor in French (to be married). Leland M. Shout, Instructor in Spanish (to continue study at the University of Wisconsin).

Mills College (Mills College, Calif.)

Resignations: Edmond Masson, Visiting Instructor in French (to teach at Scripps College, Claremont, Calif.). Martha Schreiber, Assistant Professor of German (to return to Germany).

New Appointments: Bernhard Blume, Visiting Professor of German. William Berrien, Visiting Lecturer in Spanish for the first semester (formerly Assistant in Spanish, University of California).

Leave of Absence: Dominic P. Rotunda, Associate Professor of Italian and Spanish (first semester of 1936-37, to study in Mexico City).

Helen Marburg, Associate Professor of French, is returning in September, 1936, after a sabbatical year spent studying in Paris.

Mount Holyoke College (South Hadley, Mass.)

Promotion: Katherine W. Auryansen, from Instructor to Assistant Professor to Romance Languages.

Municipal University of Omaha (Omaha, Neb.)

Promotion: Christopher S. Espinosa, from part-time Instructor in Foreign Languages to Assistant Professor of Foreign Languages.

Resignation: Hildegard Stauss, Instructor in German.

New Appointment: H. R. Boenninger, Instructor in Foreign Languages (formerly part-time Instructor in German at the University of Wisconsin).

New York University (New York City)

Promotion: R. March Merrill, from Instructor to Assistant Professor of French.

Resignations: Jacob Greenberg, Lecturer on Education (Foreign Languages and Literatures). Joseph S. Hayes, Assistant in German. Russell Pope, Instructor in French. Martin Sommerfield, Visiting Professor of German.

Retirement: Frances E. Sabin, Associate Professor Emeritus of Romance Languages, on September 1, 1936.

Death: Barbara Matulka, Assistant Professor of Spanish.

Northwestern University (Evanston, Ill.)

Promotions: Joseph Guerin Fucilla and Thomas Rossman Palfrey, to Professors of Romance Languages. Joseph Carrière and Elton Hocking, to Assistant Professors of Romance Languages.

Oberlin College (Oberlin, O.)

Promotion: Hermann H. Thornton, from Associate Professor of French and Italian to Professor of French and Italian.

Ohio University (Athens, O.)

Promotion: Lewis A. Ondis, from Assistant Professor to Associate Professor of Spanish.

Resignation: Maude C. Matthews, Associate Professor of German.

New Appointments: Paul G. Krauss, Visiting Instructor in German (formerly with the Department of German, University of Illinois). Melvin Valk, Visiting Instructor in German (formerly with the Department of German, University of Wisconsin).

Leave of Absence: Eugen H. Mueller, Instructor in German (to study in Europe for one year).

Oregon State Agricultural College (Corvallis, Ore.)

Leave of Absence: Mary E. Lewis, Associate Professor of Modern Languages (German) for one year (to study toward doctorate at University of Washington).

New Appointment: Richard F. Wilkie, Jr. Instructor in Modern Languages (to replace Miss Lewis during 1936-37; Mr. Wilkie is on leave from University of Washington).

Pennsylvania State College (State College, Pa.)

Resignation: A. C. Miller, Instructor in Romance Languages.

Promotion: P. R. Daugherty, from Associate Professor to Professor of Spanish.

Park College (Parkville, Mo.)

Leave of Absence: Elsa Grueneberg (to study at the University of Bonn, Germany).

Princeton University (Princeton, N. J.)

New Appointments: Alan Holske, Instructor in German (formerly Instructor in Harvard University, for the past year Sheldon Fellow). Richard Travis Hardaway, Instructor in German (formerly Instructor, University of Rochester). Bernhard Ullmer, Instructor in German (formerly Instructor, Trinity College, Hartford, Conn.). Jared Wenger, Instructor in French (formerly Instructor, Southwestern College, Tennessee.)

Purdue University (Lafayette, Ind.)

Promotion: Robert Vansant Finney, from Instructor to Assistant Professor of Modern Languages (1935).

Randolph-Macon College (Ashland, Va.)

Leave of Absence: Grellet Collins Simpson, Instructor in English and German.

New Appointment (for one year) Robert Epes Jones, Instructor in English and German.

Rockford College (Rockford, Ill.)

Leave of Absence: Edeltraut Proske, Instructor in German (to Mount Holyoke for graduate work).

New Appointment: Herbert Penzl, Assistant Professor of German (has taught in Brown University).

Rollins College (Winter Park, Fla.)

Resignations: Mme. Eugénie M.Y. Grand, Instructor in French.

New Appointments: Mrs. Angela Palomo Campbell, Assistant Professor of Spanish (formerly Assistant Professor of Spanish, Wellesley College). Gilbert H. R. Sheldon, Instructor in Modern Languages.

Simmons College (Boston, Mass.)

Retirement: Reginald R. Goodell, Professor of Romance Languages and Chairman of the Department of Modern Languages.

Resignations: John A. Hamilton, Special Instructor in Spanish. Philip A. Shelley, Special Instructor in German.

New Appointments: Robert M. Gay, Chairman of the Division of Language, Literature, and Arts (Mr. Gay is also Professor of English and Director of the School of English). Laurence W. Wylie, Instructor in Romance Languages (1932-36 University Scholar, Brown University).

Skidmore College (Saratoga Springs, N. Y.)

New Appointment: Helen S. Kellogg, Instructor in Romance Languages.

Stanford University (Stanford University, Calif.)

Promotion: John Armstrong Sellards, from Assistant Professor to Associate Professor of Romanic Languages.

New Appointment: Theodore Nicol, Instructor in Romanic Languages (formerly Instructor in French at Worcester High School).

Temple University (Philadelphia, Pa.)

The Departments of French, German and Spanish have been consolidated into the Department of Modern Languages, under the direction of a committee composed of the three former heads of the departments, with Professor Henry Dexter Learned as Chairman.

Promotion: Thaddeus E. DuVal, Instructor in French to Assistant Professor of French.

New Appointment: Christian Schuster, Instructor in German.

Union College (Schenectady, N. Y.)

Resignations: George B. Raser, Instructor in French (to be Instructor in French, University of Rochester). Régis Michaud, Instructor in French (to be Instructor in French, Lafayette College).

New Appointment: Gordon Silber, Instructor in French (formerly Assistant in French, Princeton University).

United States Military Academy (West Point, N. Y.)

Relieved: Major Paul V. Kane, Associate Professor. Captain Lemuel Mathewson, Assistant Professor of the Spanish Language. Captain Joseph R. Burrill, Instructor in French. Captain K.K.F. De Gravelines, Instructor in French. First Lieutenant Raymond E. Bell, Instructor in Spanish.

Assigned: Major William W. Jenna, Associate Professor. Major Lloyd Van H. Durfee, Assistant Professor of the Spanish Language. First Lieutenant T. W. Hammond, Jr., Instructor in French. First Lieutenant Philip B. Stiness, Instructor in French. First Lieutenant A. A. Greene, Instructor in Spanish. First Lieutenant Andrew Hero, 3rd, Instructor in French. First Lieutenant E. E. Farnsworth, Jr., Instructor in French. First Lieutenant Alexander Graham, Instructor in French.

United States Naval Academy (Annapolis, Md.)

New Appointment: H. L. Nostrand, Instructor in the Department of Languages.

University of Arizona (Tucson, Ariz.)

Promotion: Napoleon J. Tremblay, from Assistant to Associate Professor of French.

On leave of absence: Vernon Frederic Koenig, Instructor in French (on a fellowship for study in Belgium).

Death: Thomas Hudspeth, Instructor in Spanish.

New Appointments: William Starr, Instructor in French (formerly University of Oregon; to take Dr. Koenig's place). Elizabeth Henry, Instructor in Spanish.

University of Buffalo (Buffalo, N. Y.)

Resignation: Howard Lee Nostrand, Instructor in French (to accept post at the United States Naval Academy).

New Appointment: Seaver R. Gilcreast, Instructor in French (formerly Instructor at Williams College).

Leave of Absence: Léon Lemonnier, Visiting Professor on the Jones Professorship in French, first semester of 1935-37, Chargé de Conférences at the Sorbonne, authority on Edgar Allan Poe and his influence on French Literature, author of twelve novels and founder of the so-called school of "Populisme" in French literature.

University of Cincinnati (Cincinnati, O.)

New Appointment: Leslie Irwin, Inspector in Romance Languages, for the year 1936-37.
University of Delaware (Newark, Del.)

Leave of Absence: Lena Lois Mandell, Instructor in Modern Languages (to study on a travelling fellowship in Spain).

New Appointment: Edna C. Frederick, Instructor in Modern Languages (during Miss Mandell's leave of absence).

University of Kansas (Lawrence, Kan.)

New Appointments: Charles B. Qualia, Professor and Chairman of Department of Romance Languages and Literatures (formerly head of Department of Foreign Languages, Texas Technological College). Otto Springer, Professor and Chairman of Department of German (former head of Department of Modern Languages at Wheaton (Mass.) College.)

University of Kentucky (Lexington, Ky.)

Promotions: Daniel V. Hegeman, from Instructor to Assistant Professor of German. Paul K. Whitaker, from Instructor to Assistant Professor of German. Hobart Ryland, from Acting Head of the Department of Romance Languages to Professor and Head.

University of Michigan (Ann Arbor, Mich.)

Promotions: Fred B. Wahr, from Associate Professor to Professor of German. Camillo P. Merlino, from Assistant Professor to Associate Professor of Italian. Warner F. Patterson, from Assistant Professor to Associate Professor of French. Walter A. Reichart, from Assistant Professor to Associate Professor of German. Eugene E. Rovillain, from Assistant Professor to Associate Professor of French.

Leave of Absence: Aloysius J. Gaiss, Assistant Professor of German (on sabbatical leave for the first semester of 1936-37).

New Appointment: Ernst A. Philippson, Assistant Professor of German (formerly Privatdocent in English Philology, University of Cologne, and one time lecturer in German at the University of Wisconsin and Ohio State University).

University of Nebraska (Lincoln, Neb.)

Promotions: R. F. French, from Instructor in Romance Languages to Assistant Professor. W. K. Pfeiler, from Assistant Professor to Associate Professor of Germanic Languages.

New Appointments: John G. Nesbitt, Instructor in Romance Languages (formerly Professor of French, Sterling College, Kansas). A. Louis Elmquist, Instructor in Germanic Languages (formerly Assistant Professor at Northwestern University). Alfred C. F. Scherer, Assistant Instructor in Germanic Languages (formerly graduate student at University of Illinois).

Leave of absence: Wentworth Fling, Assistant Instructor in Romance Languages (to study in Paris).

University of New Hampshire (Durham, N. H.)

New Appointment: James T. Schoolcraft, Jr., Instructor in Languages (formerly at Phillips Exeter Academy).

Expiration of Appointment: Leland L. Durkee, Instructor in Languages. Barbara M. Clough, Graduate Assistant in Languages.

University of New Mexico (Albuquerque, N. Mex.)

Leave of Absence: William F. J. Dejongh, Assistant Professor in French (to study at Harvard).

New Appointment: Laura Martin Jarman, Instructor in French for one year (formerly Instructor at Duke University).

University of Notre Dame (Notre Dame, Ind.)

Promotions: José Crisanto Corona, Associate Professor to Professor of Spanish. Rev. Hugo Henry Hoefer, Assistant Professor to Associate Professor of German and Philosophy. Walter McCarty Langford, Instructor to Assistant Professor of Spanish. George Joseph Wack, Assistant Professor to Professor of German.

University of Oregon (Eugene, Ore.)

Promotion: Chandler B. Beall, from Associate Professor to Professor of Romance Languages.

University of Pennsylvania (Philadelphia, Pa.)

Promotions: Adolf D. Klarmann, from Instructor to Assistant Professor of German. Otis Howard Green, from Assistant Professor to Associate Professor of Romanic Languages. Domenico Vittorini, from Assistant Professor to Associate Professor of Romanic Languages. Milton H. Stanbury, from Instructor to Assistant Professor of Romanic Languages. Otto Edwin Albrecht, from Instructor to Assistant Professor of Romanic Languages.

New Appointments: Gregory G. LaGrone, Instructor in Romanic Languages. Herbert J. Peisel, part-time Instructor in German.

Resignations: Émile Malakis, Assistant Professor of Romanic Languages. Roy A. Thomas, Instructor in Romanic Languages. Evan B. Davis, part-time Instructor in German. Benjamin R. Epstein, part-time Instructor in German. Frederick A. Klemm, part-time Instructor in German.

University of Rochester (Rochester, N. Y.)

Promotion: L. Alfreda Hill, from Assistant Professor of French to Associate Professor of French.

Death: Ewald Eiserhardt, Professor of German Literature.

Resignations: Malcolm D. Daggett, Instructor in French. R. Travis Hardaway, Instructor in German.

New Appointments: George B. Raser, Instructor in French (formerly Instructor in French, Union College). Edgar C. Cumings, Instructor in German.

University of Washington (Seattle, Wash.)

Resignation: Antonio Marcial de la Torre, Acting Assistant Professor of Spanish (appointed to take the place of Associate Professor Carlos García-Prada, on leave 1935-36).

University of Wyoming (Laramie, Wyo.)

Promotion: Carle Malone, from Instructor to Assistant Professor of Modern Languages.

Resignation: Mary Coughlin, Instructor in Modern Languages (to Instructorship in Languages at the branch of the Utah State Agricultural College at Cedar City, Utah.)

New Appointment: Richard Ehrich, part-time Instructor in Modern Languages.

University of Texas (Austin, Tex.)

Promotions: Katherine Wheatley, from Assistant Professor to Associate Professor of Romance Languages. R. A. Haynes, from Instructor to Assistant Professor of Romance Languages.

Virginia Military Institute (Lexington, Va.)

Promotion: Stanton F. Blain, from Instructor to Assistant Professor of Spanish.

Washington University (Saint Louis)

Retirement: Otto Heller, Professor of the German Language and of Modern European Literature. (Dr. Heller becomes Professor Emeritus, but continues as Dean of the School of Graduate Studies.)

New Appointment: Walter Silz, Professor of German (formerly Assistant Professor of German, Harvard University).

Wellesley College (Wellesley, Mass.)

Promotions: Mrs. Helen P. Houck, from Assistant Professor to Associate Professor of Spanish. René E. de Messières, from Visiting Professor to Professor of French.

Resignations: Marie P. Bizzoni, Instructor in Italian. Marguerite J. Brechaille, Associate Professor of French. Alice H. Bushee, Professor of Spanish (retired).

New Appointments: Pierina A. Borroni, Instructor in Italian, Exchange Fellow, Smith College, 1935-36. Mrs. Marjorie H. Iisley, Assistant Professor of French (at present Head of the French Department of the Cambridge School). Pedro Salinas, the Mary Whiton Calkins

Visiting Professor of Spanish (Professor of Modern and Contemporary Spanish Literature at the University of Madrid, Professor at the School of Languages and Lecturer at the Centre of Historical Studies of that city).

Wells College (Aurora-on-Cayuga, N. Y.)

Promotion: Jeannette Byington, from Instructor to Assistant Professor of Romance Languages.

Sabbatical Leave: Otto S. Fleissner, Professor of German.

New Appointment: Arthur Monroe Hanhardt, Instructor in German (Fellow in German, Cornell University, 1935-36).

Wesleyan University (Middletown, Conn.)

Resignation: Lansdon Hebbard Bowen, Instructor in Romance Languages (to accept position at DePauw University).

New Appointments: Vern W. Robinson, Instructor in German (formerly Graduate Assistant, University of Illinois). Eugene A. Joliat, Instructor in French (formerly Instructor at McMaster University).

Wheaton College (Norton, Mass.)

Resignations: Mrs. Anne Marie Springer, Assistant Professor of German. Otto Springer, Assistant Professor of German (to position as Professor and Chairman of the German Department, University of Kansas).

New Appointments: Mrs. Hedda Korsch, Associate Professor of German (formerly teacher at Viggbyholm Skolan, Viggbyholm, Sweden). Heinrich Schneider, Assistant Professor of German (formerly head of German Department, American College in Sofia, Bulgaria). *Wittenberg College (Springfield, Ohio)*

Promotion: Helen R. Reese, Assistant Professor of Romance Languages, appointed head of the Department.

Resignation: Frank B. Colucci, Associate Professor of Romance Languages.

New Appointment: John S. Irwin, Assistant Professor of Romance Languages.

Woman's College of the University of North Carolina (Greensboro, N. C.)

Promotions: Virginia Farinholt, from Instructor in Education to Assistant Professor of French and Counselor.

• Meetings of Associations •

CENTRAL WEST AND SOUTH

TWENTY-YEAR CELEBRATION

After twenty years of meeting in Chicago, the Association of Modern Language Teachers of the Central West and South moved eastward and tried out Detroit on May 1-2, 1936. Result: one of the most brilliant of all meetings, through the extraordinary cooperation of the Detroit Modern Language Teachers Association, which raised three hundred dollars for the expenses of speakers, and also through the active efforts of the officers to tap new populations and bring in a large attendance from Michigan, Ohio, and Indiana. Chicago, however, sent an unexpectedly large and representative delegation and reclaimed the 1937 meeting.

The dinner on May 1 at Hotel Statler, a brilliant social affair, was attended by 138 persons. Dr. Frank Cody, Superintendent of the Detroit Public Schools and President of Wayne University, a new municipal institution registering 11,000 students per annum, delivered a witty speech of welcome and prophecy. Dr. Cody backed the subsidy for the meeting. He introduced Dr. Edgar DeWitt Jones, famed orator of the North, who spoke on the great national

movements in Italy, Turkey, and Palestine, and the personalities of their leaders. Music was furnished by pupils from the Detroit Public Schools under direction of Mr. Searl.

Business session, May 2: The President of the Association, Bert E. Young, appointed the following committees: Nomination of new officers, Harry Wann, Elfrieda Ackerman, Lucy Ann Will; Resolutions, Russell Jameson, George D. Morris, Gretchen Lutz; Auditing, James B. Tharp, Viola Manderfeld, Ruth Maxwell, Clyde Ford.

The Association went on record as favoring another panel-discussion on languages at the next meeting of the Department of Superintendence and asked for continued financial assistance from the National Federation of Modern Language Teachers.

The Association adopted a resolution conveying hearty thanks to the Detroit Teachers Association; another, calling for the appointment of a standing committee to investigate violations of tenure and unwarranted dismissal of modern language teachers; and, a third, requesting the National Federation of Modern Language Teachers to publish an annual statement of its receipts and expenses.

The rest of the session was devoted to the shifting situation of modern languages in the American system, and to the reasons for and against the maintenance of languages in the curriculum.

General Session: "The Language Program in Secondary Education," Dr. Rudolph D. Lindquist (Department of Education, Ohio State University). "Culture and the Foreign Languages," Professor André Morize (Harvard University). Report of the St. Louis Meeting, Professor Harry Wann (State Teachers College, Terre Haute).

Dr. Lindquist's address was a magistral presentation of the new theories and systems of secondary education; M. Morize, an old favorite, eloquently defended the cultural reasons for languages in the secondary set-up (the *status quo ante*); Mr. Wann gave a closely-knit report of the St. Louis Panel Discussion which left nothing to be added. Violent discussion was in the offing but the hour for luncheon had arrived.

New officers were elected as follows: Julio del Toro (University of Michigan) was recalled to the presidency on his record as a worker 1933-34; vice-presidents, Lucy Ann Will, Ethel Preston; secretary-treasurer, Lilly Lindquist; executive committee, William Kurath, Bert E. Young.

Two hundred guests gathered to do honor to André Morize and to hear George H. Derry (Ph.D., Paris), President of Marygrove College (Catholic, Detroit), introduced as "a polyglot professor who once ran for Congress on a wet platform." Dr. Derry spoke on "Modern Languages and the Humanistic Tradition of the Liberal Arts," an eloquent defense in marvelous classical English of humanism in education and the doctrine of *proof*, as well as the English and Continental programs (*lycée, gymnasium*).

French, German, Italian and Spanish section-meetings were held in the afternoon.

LILLY LINDQUIST
Secretary-Treasurer

NEW ENGLAND

The New England Modern Language Association held its thirty-third annual meeting on May 8 and May 9, 1936. At the *dinner* at the Hotel Vendôme, Boston, on May 8, the speakers were the Honorable James M. Curley, Governor of Massachusetts, and John Erskine, author, President of the Julliard School of Music and Director of the New York Metropolitan Opera Company.

On Saturday, May 9, the members met at Wellesley College for the following program: Address of welcome, Mary Lowell Coolidge, Dean of Wellesley College. "Reform in Modern Language Teaching," Professor Samuel Hazzard Cross, Harvard University.

Section Meetings: French (with the cooperation of the A. A. T. F., Boston Chapter): Chair, Professor Stephen A. Freeman, Dean of the French School, Middlebury College, Vt.

A word of welcome from M. Henri Bergeron, French Consul at Boston. "Le français, tradition d'une école particulière," Mrs. Charles H. Haskins, Headmistress of the May School, Boston. "Quelques aspects de la France contemporaine d'après son théâtre," M. René de Messières, Professor of the History of the Theatre and of Contemporary Literature at Wellesley College.

German: Chairman, Doris E. Rich, Wellesley College. "Vernachlässigen wir die Gefühlsfaktoren der Sprache?", Professor Ernst Feise, Johns Hopkins University and Director of the Middlebury German School. "Eichendorffs Taugenichts und die Romantik; eine Stilanalyse," Professor Detlev W. Schumann, Brown University. The discussion was led by Professor Taylor Starck, Harvard University.

Italian: Chairman, Professor Alfonso de Salvio, Brown University. "Problems of the High School Teacher of Italian," Miss Carol B. Bogman, Central High School, Providence, R. I. "La Plimpton Collection, una raccolta di libri italiani antichi e rari a Wellesley College," Professor Gabriella Bosano, Head of the Department of Italian, Wellesley College. "La nascita dell'uomo moderno nel Rinascimento," Dr. Uguccione Ranieri di Sorbello, Managing Editor of "The Italy American Review," and Professor of Italian in the Italian Summer School, Middlebury College.

Spanish (with the cooperation of the A. A. T. S., New England Chapter): Chairman, Jorge A. Buendía, Yale University, President of the A. A. T. S., N. E. Chapter. Saludo en nombre de Wellesley College, Professor Alice H. Bushee, Wellesley College. "Cooperación intelectual en el Continente," Sr. Concha Romero de James, Pan American Union, Washington, D. C. "El Instituto de las Españas en los Estados Unidos," Professor Federico de Onís, Columbia University, New York City.

At the *general meeting* on Saturday afternoon Ellen Fitz Pendleton, President of Wellesley College, brought "Greetings to the New England Modern Language Association," and an address on "The Teaching of Modern Foreign Languages, Then and Now" was given by Dr. Frederick J. Gillis, Assistant Superintendent, Boston Public Schools.

Officers for the coming year were elected as follows: President, Stowell C. Goding, Massachusetts State College, Amherst, Mass., and Secretary-Treasurer, William F. Walsh, 21 Walker Street, Somerville, Mass.

MAX LEVINE
Secretary-Treasurer

• "What Others Say—" •

THE INTEGRITY OF THE AMERICAN COLLEGE*

HENRY M. WRISTON

President, Lawrence College

Far be it from me to suggest a uniform curriculum. At the same time, remember that the strength of the medieval university lay in the fact that it did initiate the undergraduate in the simple, elementary part of knowledge. The *trivium* and the *quadrivium* have gone, but I feel that we must get something in their place.

I am distinctly nervous of our tendency, at any rate in England, to take our boys and girls as they come from the schools and go up to the universities, and make them into inadequate, squinting little experts.

* Reprinted from the *Bulletin of the Association of American Colleges*, March, 1936, pp. 36-37.

This is no easy problem, and I am going to offer no simple remedy, but I must confess that I find it difficult to realize how any individual will be capable of playing his part as a leader of society unless he has had some insight into certain elementary subjects, if I may use that terribly scholastic phrase. How can anyone play his part unless he has an intimate skill in his own language, spoken and written? How many boys and girls come into the university, or even go out of the university, able to speak, to write or to read? I don't mean running your eye along the page—we can all do that. Again, if I may return to *Sesame and Lilies*, you will remember how Ruskin says that good books are like gold mines. You can pick stones up without labor, but to get gold you must toil and sweat. Such is reading.

Surely our own language and all that it means, whatever our language may be—French for the Frenchman, English for the English-speaking, Italian for the Italian-speaking—the linguistic *media* of our own culture surely are fundamental to a liberal education.

We must have some skill in reckoning, because if we do not we cannot move about the world. It is a necessary technique of modern life to be able to do a little arithmetic, as much as it is to understand the rule of the road. It seems to me to be practically essential.

And then, in this world which is conditioned so largely by all the development of modern science, both physical and biological, with the immense changes that have taken place in the last century, surely no one can be regarded as fully educated unless he knows something about the principles and the elementary facts which modern society must recognize as the very condition of its existence.

Then, surely, we must know something about human development; history, not as it has been taught in the past but as the record of the development of human society and human manners and human modes of thought. Surely that, also, is an essential of the liberation of the mind of those who are to become leaders of society or even to become adequate members of it. And I would add, lastly, if not as an essential at any rate as a very desirable addition if we are in any sense to become citizens beyond our own parish, that we should have enough knowledge of the culture of at least one other people through the medium of a foreign language.

I cannot understand how anybody can be regarded as educated in a liberal fashion unless he has those minimum requirements.

THINKING AND CHARACTER EDUCATION THROUGH LANGUAGE LEARNING*

C. H. HANDSCHIN

We must think first of language itself and of the person to be educated. (1) What is language and what its significance for the mental-emotional growth of the educand? (2) What are the basal facts about the nature of the educand? (3) We shall see that to achieve our goals, giving him the ability to understand at first hand as far as possible our civilization, and developing a useful and happy citizen, we shall have to make language study significant.

Language is a form of human behavior which distinguishes man from brutes. Through it he makes known his thoughts, feelings and desires. To it, as spoken by others, he owes the largest part of his mental equipment, his joys and his growth as a member of society. His mentality cannot grow without the use of language; indeed, it grows as he acquires the language to express concrete and abstract thought.

Language is, therefore, an index of the mentality, and the educand grows with the language habits he adopts and practices. Although we have not yet worked out a language-scale for judging mental ability (we have scales for judging comprehension, etc.), there is no doubt that we shall be able to do so.

One may object that the child merely takes on the speech of those with whom he asso-

* Reprinted (extracts) from *School and Society*, February 29, 1936.

ciates. The answer is that with the very speech which he adopts he takes over also the mental and emotional characteristics of those he imitates, since language along with other acts is all we know about the soul and personality.

To be sure, we know that not every child lives up to the heredity and environment he has enjoyed, but superior people do come from superior environment. The proof of this statement may be found in the fact that, according to Woods, Cox and others, geniuses come from high-class environment, while low environment does not produce geniuses. An important factor in the production of superior persons is environment, and especially education. At least Woods has shown this conclusively for royalty. Among the daughters of the royal houses of Europe, 3,500 persons included, and during several centuries of descent, there were almost no great women, whereas many of their brothers became great. The sisters had the same heredity as the brothers, but had not the same education. Also, where a woman was singled out by fate to rule and was given the proper education, her chance of greatness was greatly increased.

But the chief means of education was, in those days even more than today, language. There can be no superior education without it, for not only does thought crystallize by expressing it, it grows and delimits itself as it is expressed. The educand, especially, learns clear and acute analysis by hearing such analysis. Language is the precipitate of thought. It is the only way by which most thought can be communicated. One may stand helpless even before a belief, and institution, the results of a hypothesis, unless words explain the steps by which it was arrived at. A deaf-mute remains hopelessly ignorant unless some way can be invented for him to think. He cannot think in a void. He needs symbols. We may suppose that he has the power to react but no medium through which to react. This is well-known now from actual cases. Of course, he learns to think by thinking, but he has no chance of thinking before he gets the means. He has the power of developing, but no development occurs before he can and does try his wits on the only medium of thought, language. None of us ever think a thing through until we talk it through articulately or subarticulately. Thinking cannot go on without this. If we think what has already been thought, we merely plow through the precipitate (language) of another mind. If we think up something originally, new language must be born with it. There can't be a swimmer without water.

Language, as used by all of us, shows much more of the speaker than most people think. To use simple examples: vocabulary-range in nouns shows breadth of observation and experience, in adjectives shows fine discrimination; range of verbs shows knowledge of life and experience; careful construction shows exactness and accuracy. Using words loosely, that is, without regard to their exact meanings, shows mental sloth and dullness. The use of expletives (gap-fillers) shows *lacunae* in thought or aphasia; repetition or use of meaningless phrases or platitudes shows lack of thought and knowledge, etc.

A person's language, as the greatest portion of his mental behavior, shows what is in him. Behaviorism judges men by their actions. Language often makes up a man's total behavior for hours at a time and a good share of his behavior at the time. If one knows how to interpret his language, one knows more about a man than by judging him by his other overt acts alone. Language alone gives a quick index to his whole inner self, his mental emotional-volitional processes, indeed to his whole past.

Moreover, language-habits are more valuable to the person himself than many other skills acquired in school or elsewhere, because numerous skills, however valuable for character-growth, are usable only on certain occasions; e.g., those of arithmetic or physics or manual training. Language-habits, however, contribute to mental alertness and hence mental culture every waking hour of the day.

In order to get the values mentioned, the teacher and the student must not tolerate slovenly speech-habits in speaking or writing. Words must be chosen, not haphazardly, but with alertness as to their precise shades of meaning. For instance, we must not say "the balance of the people," but "the rest of the people"; not "that is all the farther I'll go," but "that's as

far as I'll go," etc. Construction must serve clarity and precision. We should not say "I won't come until October," but "I won't come before October"; not "he walks in the house," but "he walks into the house," etc. Just so, the habits of pronunciation and articulation offer the finest medium for careful mental-nervous habituation. Character-formation comes only through inhibition of ingrained tendencies, of suggestions to easy rather than accurate habits, etc. In speaking, the challenge to inhibit, to reject poor models and slovenly states of mind, is constant and always present. The great value of acquiring good language-habits is, therefore, patent to all who have insight into these matters.

A TRIBUTE TO THE UNKNOWN TEACHER

HENRY VAN DYKE

And what of teaching? Ah, there you have the worst paid, and the best rewarded, of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they, to whom it is dear for its own sake, are among the nobility of mankind.

I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind.

He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one is more worthy to be enrolled in a democratic aristocracy, "King of himself and servant of mankind."

JOHN KEATS ON FOREIGN LANGUAGES*

September 21, 1819

"... I am sorry to mix up foolish and serious things together, but in writing so much I am obliged to do so, and I hope sincerely the tenor of your mind will maintain itself better. In the course of a few months I shall be as good an Italian scholar as I am a French one. I am reading Ariosto at present, not managing more than six or eight stanzas at a time. When I have done this language, so as to be able to read it tolerably well, I shall set myself to get complete in Latin, and there my learning must stop. I do not think of venturing upon Greek. I would not go even so far if I were not persuaded of the power the knowledge of any language gives one. The fact is I like to be acquainted with foreign languages. It is, besides a nice way of filling up intervals, etc. Also the reading of Dante is well worth the while; and in Latin there is a fund of curious literature of the Middle Ages, the works of many great men—Aretino, and Sannazaro and Machiavelli. I shall never become attached to a foreign idiom, so as to put it into my writings. The *Paradise Lost*, though so fine in itself, is a corruption of our language. It should be kept as it is, unique, a curiosity, a beautiful and grand curiosity, the most remarkable production of the world; a northern dialect accommodating itself to Greek and Latin inversions and intonations. The purest English, I think—or what ought to be the

* From his letters.

purest—is Chatterton's. The language had existed long enough to be entirely incorrupted of Chaucer's Gallicisms, and still the old words are used. Chatterton's language is entirely northern. I prefer the native music of it to Milton's, cut by feet. I have but lately stood on my guard against Milton. Life to him would be death to me. Miltonic verse cannot be written, but is the verse of art. I wish to devote myself to another verse alone . . .

LANGUAGE AND "INTEGRATION"*

BAYARD Q. MORGAN

Stanford University

What is "integration"? A swing of the pendulum, I suppose. Human affairs advance not in straight lines, but in zigzags. The old rigid programs of study gave way under the assaults of the free elective system, and when liberty came to look too much like license, our educationists discovered that health and happiness lay in a synthesis, which they are calling integration. The agitation for and against the integrated school program, and in particular the claim that foreign language instruction does not play and cannot play the integrated game, gives rise to a number of queries in my mind.

Query 1: Can foreign languages integrate? Of course they can. There are unlimited possibilities for correlation with history, civics, social science, economics, geography, household arts, music, etc.

Query 2: Should language teachers be expected to do all the integrating? It seems to be assumed that the science teacher is to teach science and the economics teacher is to teach economics, and so on, but that the language teacher must be able to teach a little of all the other subjects besides his own.

Query 3: What happens to the teaching of the language while the teacher is busy integrating? The language course, like others, has just so many hours in the school year at its disposal; most if not all of the hours that we take for integration are lost to language, though they may be helpful to some other subject.

Query 4: How far does integration respond to a real educational need? To find the answer, I must first inquire, and though it were for the millionth time, what education is and what it is for. I have said before and I still feel that education can and should prepare young people for two things—vocations and avocations. For education lays foundations for life, and life is surely something more than earning a living. But to realize either objective, the utilitarian or the cultural one, I contend that no school program, whether integrated or not, is justified in omitting or reducing the study of language, native or foreign. This brings me to

Query 5: What is the most fundamental and basic need of every educated person? Not exact knowledge, for that is transferable. I can get hold of *facts* at almost any time; and conversely, no mind will hold all the facts that any person needs to know. Not any particular philosophy of life, for that is alterable. Any revolution shows that the convictions of a lifetime will not always be proof against political or social expediency. Not any specific skills or techniques, for they are unpredictable. How many men of forty can assert that at fifteen they knew what they were going to be and what skills they needed to acquire?

No, the most essential equipment of the trained person is the ability to communicate his own thoughts and to comprehend those of others; and to acquire this ability he must have a mastery of language, certainly of his own, and preferably of one or two foreign ones as well. For as American teachers of English have long felt, and as many of them have stated, it is not

* Reflections occasioned by the "panel discussion" held on February 24, 1935, at St. Louis on "The Place of Foreign Language Study in an Integrated Secondary School Program." See the report by James B. Tharp in the *Monatshefte für deutschen Unterricht*, March, 1936, or *Modern Language Journal*, April, 1936. (Reprinted from *School and Society*, July 4, 1936.)

until a foreign language is studied that the pupil begins to get a real understanding of, and a firm grasp upon, his mother tongue.

Language is the foundation of all civilization, the real "royal road" to all learning, the indispensable prerequisite to all intellectual progress. It is a mistake to think that the sole use of language is to express thought: far more important is its function as a creator of thought. Generally speaking, man is incapable of conceiving an idea which he cannot put into words, and the linguistic poverty of the uneducated person is directly parallel to his mental limitations.

The demand that education should be "practical" has often been used as an argument against the inclusion of foreign language study in the program of the general secondary school. But if it be conceded that a high power of self-expression is of supreme importance to every adult, indeed one of the principal criteria of the trained mind, is it not fair to claim that the study of language is one of the most practical subjects we can offer?

To compel the teacher of language—whether English, ancient or modern—to spend his classroom time in supervising scrapbooks, running the radio or gladdening Good Citizens with chit-chat about the street-cleaners of Berlin or the sewers of Paris, is to rob his pupils of the most precious gift he has to give them, one for which the school, and still less the social life of the community to which he is being "adjusted," cannot offer any substitute or any compensation: namely, a first-hand acquaintance with one of the great fields of human expression.

Certainly we language teachers can integrate, and we shall do so if we must. But we should never forget that we are primarily teachers of language, not of geography nor social science nor art nor anything else. We must never cease to insist that our proper function is to teach the mastery of language as our specific and indispensable contribution to the training of American youth.

If the integrated program throws out or undermines the thorough study of language—whether native or foreign—it will result in a system of education which produces or tends to produce not well-rounded intellectual personalities, but mental cripples.

LE BACCALAURÉAT AMÉRICAIN*

Par HENRIETTE PSICHARI

Le baccalauréat qui permet l'entrée dans les universités américaines est plus vaste et plus complet que nous ne le croyons en France, il écarte l'image stéréotypée du *boy* aux joues vermillonnées, délaissant son dictionnaire pour sa crosse de hockey. Le programme américain comporte—tel le nôtre—la connaissance du grec et du latin, des langues vivantes, de la biologie, chimie, algèbre, de l'histoire européenne, de la mécanique, enfin de l'aimable kaléidoscope qui donne, par delà comme en deça des mers, l'estampille de la culture générale.

Quelle importance l'Amérique attache-t-elle à l'étude du français? Une fort grande si on en juge par les sujets données aux examens de français, sujets—et réponses—qui sont autant de tests précieux et révèlent un apprentissage pratique bien plus que théorique ou littéraire. Dans nos lycées, le même élève qui explique Shakespeare ou Byron est incapable de demander son billet dans une gare. Voyons si les bacheliers des U.S.A. réduisent le français à l'usage d'une langue morte.

Les jeunes gens qui désirent entrer à l'Université sont légion, mais, étant très voyageurs, ils ne résident pas toujours en Amérique. Qu'à cela ne tienne! Dans n'importe quelle ville du monde, le jeune Américain peut se présenter aux examens de fin d'année à 15, 16 et 17 ans. Le même jour, à la même heure, sur toute la boule ronde, une enveloppe est décachetée par un jury local, elle contient une brochure envoyée par la mère patrie, texte des épreuves écrites que le jeune homme doit terminer en trois heures chacune. De petits cahiers d'écoliers stricte-

* From *Les Nouvelles Littéraires*.

ment anonymes représentent la copie de l'élève, elle a souvent douze, quinze, dix-huit pages. L'examen terminé, les cahiers sont empilés dans des caisses et arrivent à New-York plus ou moins vite suivant les distances. Les copies de San-Francisco arrivent en deux jours, celles de Paris en six jours, celles de Rome en douze. Et maintenant à l'œuvre! Le jury de New-York est composé moitié de professeurs américains, moitié de professeurs français résidant en Amérique (que nous appelons des "lecteurs"). Le travail de correction est formidable à cause du nombre des copies (elles sont chiffrées une de ces dernières années par 4.471 pour chaque matière de première année) et il demande dix bons jours de travail à chaque professeur. En compensation de ce dur labeur, l'examineur est, pendant son temps de jury, confortablement nourri et logé à l'Université et reçoit une forte indemnité.

Le système de corrections est prévu d'avance et intelligemment réglé par un accord entre professeurs. Par exemple, s'il s'agit d'une version (française-anglaise dans le cas de l'Amérique), les examinateurs ont décidé au préalable pour chaque mot ou pour chaque locution quelle est la traduction autorisée. Voici un des textes de l'examen de première année (ces candidats-là font du français depuis trois ans). C'est une description des Pyrénées: *Tarbes, a town rich in stories of heroes. . . .* Comment traduire *town*? Par *ville*, bien sûr. Oui, mais *town* peut signifier *village*, ce sens se trouve dans le dictionnaire et *town* indique souvent un gros bourg. Dans ce cas pourtant, *village* est considéré comme fautif.

Toujours dans le même texte, nous lisons: . . . *such cities as Biarritz, Pau and Lourdes. . . .* Les candidats ont presque tous donné comme traduction: *des villes comme . . . ; de telles villes que . . . ; des villes telles que . . .* Cela pouvait encore aller. Mais hélas! on a trouvé aussi: *Telles villes comme*, qui est le mot à mot de *such cities as* et semble très naturel à un Américain, mais n'a pas été admis. Autre exemple: *We have heard that fifty thousand people visited Lourdes last month.* Bien entendu, les jeunes gens ont traduit *we have heard* par *nous avons entendu* (c'est une faute), mais ce qui est plus grave, c'est d'avoir écrit *cinq mille gens*. Le jury n'accepte que *cinq mille personnes* ou *cinq mille visiteurs*.

L'année scolaire 1933-34 a marqué pour les examens de français une étape. À la version, au thème, ont été ajoutées des questions fort astucieuses auxquelles le candidat doit répondre par écrit, les réponses fournissant l'indice exact de sa capacité à lire vite et à comprendre sans dictionnaire. Un texte court, choisi en dehors des auteurs expliqués en classe, est donné au jeune homme et suivi d'un questionnaire. Voici un de ces textes:

Enfant trouvé par le curé dans un fossé, demeuré étranger à toute distraction, n'ayant jamais fréquenté l'école, sans amis, sans ressources, Nicolas ne savait faire autre chose que de tendre le main.

Question posée: De quoi vit le petit Nicolas?

Réponse fréquente des candidats: *He saw the priest . . .* (confusion entre vivre et voir).

Autre texte:

La mairie nous a priés de prendre nos précautions. On s'attend à une alerte d'un moment à l'autre. Les digues des environs continuent à crever, malgré les nombreux volontaires occupés à les renforcer. La Mission, qui est perchée sur une colline, a recueilli plusieurs centaines d'indigènes.

Question posée: Quel est le danger qui menace?

Presque tous ont répondu: Les Peaux-Rouges. . . . S'ils ignoraient le mot *digue*, et c'est bien permis après deux ans seulement de français, leur imagination vagabondait sans penser aux méfaits de l'inondation.

Il y a eu plus difficile encore:

Enormes, pesants, mais agiles, ils exploraient les eaux et la terre, palpaient les obstacles, flairaient, cueillaient, déracinaient avec cette trompe qui s'enroulait comme un serpent, travaillait comme une main d'homme.

Question posée: *De quoi s'agit-il dans ces lignes?*

Les réponses les plus diverses se sont donné libre cours. Les examinateurs ont vu défiler des explications saugrenues: les avions, les autruches. Une telle quantité de copies parlait des

monstres préhistoriques (les imaginations avaient été vivement frappées par les squelettes préhistoriques de la Foire de Chicago) que cette réponse, intelligente d'ailleurs, a mérité une cote assez élevée. Ce texte était spécialement ardu, tout le sens du passage résidant dans le mot *trompe*, qu'il était pardonnable de ne pas connaître.

Après ces exercices variés, le candidat a-t-il satisfait à toutes les exigences du jury américain? Point encore. Il y a la connaissance de la grammaire et de la pointilleuse syntaxe. Il s'agit par exemple de remplacer les mots en italique de ces courtes phrases par des expressions analogues:

"*Ne le craignez pas*, c'est mon ami." La réponse correcte serait. *N'ayez pas peur de lui*, c'est mon ami. Beaucoup ont écrit: *Ne l'avez pas peur*, c'est mon ami.

"*Le jour est sombre*" pour "*il fait sombre*." Le jour fait sombre, ont répondu la plupart des élèves.

En quatrième année, les textes sont d'un niveau plus élevé. Traduire en anglais la fable de Florian: "Le philosophe et le chat-huant," sans dictionnaire, n'est pas facile. Les résultats ont été excellents. En revanche une composition française d'environ cent cinquante mots, sur un sujet donné, a été moins heureuse: *Écrivez au maire d'un petit village pour lui conseiller de créer une bibliothèque publique: "Cher Maire . . ."* écrivirent beaucoup de candidats.

Faisons à propos des examens de nos amis des U.S.A. quelques retours sur la manière dont les langues vivantes sont enseignées à nos garçons. Certes, un bon élève d'anglais est capable de se débrouiller dans un texte littéraire, même si c'est un texte poétique ou très moderne (*Journey's End*, par exemple), mais ne pourrait-on en même temps rompre son intelligence à des exercices qui développent la compréhension d'une langue et son sens précis? L'été dernier, des éclaireurs anglais avaient cordialement invité un jeune camarade français à venir camper avec eux sous la tente. Le jeune Français, frais émoulu du bachot, venait de remporter le premier prix d'anglais. Il part avec entrain. Au bout de quelque temps, il écrivait à sa mère: "Les huit premiers jours, j'ai cru qu'on me parlait chinois. . . ."

Nos professeurs français en Amérique sont légion, tant dans les universités que dans les Private Schools. Pourquoi ne suggèrent-ils pas à leurs collègues de France l'emploi de leurs méthodes pratiques? L'anglais cesserait alors d'être une langue morte, comme semblent le croire nos maîtres du secondaire, pour devenir une langue vivante.

Reviews

BEARDSLEY, WILFRED A. (ed.), *Pensées d'Anatole France*. New York: American Book Company, 1935. Cloth. Frontispiece. xxii, 66 pp. Price, 80 cents.

The character of this attractive little book is indicated by its very title: *Pensées*. Its aim is best described in the editor's own words: "This edition is composed mainly of selections from *Le Jardin d'Épiculture* but it includes also numerous citations from other works of Anatole France, all chosen chiefly for their briefness, pungency, or literary value The aim of the editor is to give students in early French courses some real mental stimulus along with the study of the living language To this new outlook the student may react with sympathy or antagonism. Either reaction may be highly profitable, provided it be definite, and based upon careful thought rather than upon mere prejudice; but almost any reaction is better than the lethargy so often apparent in college classes." The text, being by Anatole France, is of course replete with thought, and thought clothed with the charm of an inimitable style. Professor Beardsley has performed his editorial work excellently. The introduction, while brief, is intelligent and understanding. The *Exercices* are stimulating, the vocabulary satisfactory. The notes, which really enlighten, are straightforward, pithy, often epigrammatic. A few chosen at random: "Pity is basically not far removed from Christian charity; Anatole France adds a curative irony to replace a possible Hatred." "Woman has lost some of the aura of the age of swoons, but has gained stature as a human being." "Science teaches us to fight all forms of fanaticism, except the scientific." The accuracy, sympathy and sincerity of these notes would surely have won the approval of Anatole France himself.—In short, this book is a valuable addition to existing French texts.

GEORGE N. HENNING

*The George Washington University,
Washington, District of Columbia*

TORRES-RIOSECO, ARTURO, AND SILVA CASTRO, RAÚL, *Ensayo de bibliografía de la literatura chilena*. Cambridge, Mass.; Harvard University Press, 1936. Paper. x, 71 pp. Price, 75 cents.

WAXMAN, SAMUEL MONTEFIORE, *A Bibliography of the Belles-Lettres of Venezuela*. Cambridge, Mass., Harvard University Press, 1935. Paper. xii, 145 pp. Price, \$1.50.

It is by coincidence and not by design that these two contributions of the Harvard Council on Hispano-American studies are considered in the same review. There is no intention of instituting a comparison, odious or otherwise, between the literatures of Chile and Venezuela, despite the greater bulk of the latter.

Dr. Torres-Rioseco alludes in his preface to Menéndez y Pelayo's remarks concerning the scope and abundance of works by Chilean historians and the comparatively meager product in the realm of pure literature. However true the statements of the great Spanish critic with respect to the period covered, it is evident that such a condition does not exist today, when Chile presents such admirable representatives of literary art.

A marked characteristic of Chilean literature, as noted in the preface, is its *tendencia europeizante*, the absence of a *literatura autóctona*. And Dr. Silva Castro in his interesting *Paradoja sobre las clases sociales en la literatura chilena* finds a notable lack of any preoccupation for the great, vital problems of life, for any transcendental, universal problems, apart from narrow regional questions.

The tentative character of the list is indicated in the preface; no further comment on

this point is needed. Not quite clear, however, is the principle followed by the compilers in including works published in Chile but by authors of other countries. The editions of the *Araucana* of Ercilla y Zúñiga published in Chile are included, but no others. *Sangre del trópico* by Alice Lardé de Venturino of El Salvador, published in Santiago, is included. This work is noted also in Professor Doyle's list for El Salvador published in the Harvard Council series. But neither the works of Darío published in Chile, nor the selection of Nervo's poems by Barrios and Meza Fuentes, nor the works of Bello, are noted. The list is conveniently arranged in four sections: (1) Novela; (2) Poesía; (3) Drama; (4) Crítica y fuentes bibliográficas.

Dr. Waxman, in his Venezuelan list, has arranged the material in five sections: I. Bibliographical sources; II. Collections of Venezuelan authors, Venezuelan and Spanish-American anthologies; III. Critical works: General, Histories of Venezuelan and Spanish-American literature, Collections of critical and biographical essays on Venezuelan writers, artists, and musicians; IV. Venezuelan periodicals; V. The belles-lettres of Venezuela.

The amount of material listed is impressive and may be surprising to those unacquainted with the intellectual activity of the country. The bulk, however, is in part attributable to the fact that the compiler has included much material of general scope or of special character not strictly within the field of formal literature. This principle of selection has unquestionable advantages. In the third section, for example, there is little material, except Picón-Febres' *La literatura venezolana*, limited specifically to the literary history of Venezuela, and it is helpful to have one's attention called to works covering more comprehensive fields, such as those of Cajador, Sánchez, Menéndez y Pelayo, Ayala Duarte and others.

These two lists show evidence of careful and searching compilation. The present writer finds them, as he finds the other lists of the series, of very practical use. And it is no exaggeration to say that the Harvard Council deserves well of every one interested in Hispano-American life and letters. Certainly, no one who has worked in the field of bibliography can fail to appreciate the really formidable undertaking of Professor Ford and his able corps of associates.

CECIL KNIGHT JONES

Library of Congress,
Washington, District of Columbia

SCHMIDT, L. M., AND GLOCKE, E., *Deutsche Stunden* (revised edition). Boston: D. C. Heath and Company, 1936. Cloth. Illustrated. Price, \$1.60. Introduction, pp. xii-xxv; text (with exercises and notes). 1-220; exercises, 221-244; grammar, 245-313; English-German exercises, 314-329; songs, 330-335; vocabularies, 337-399.

The authors use the modified direct method. The plan followed is similar to that of other grammars: reading selection, grammar-explanation, exercises on the reading, and new-type grammatical exercises. Interspersed are *Satzreihen* (Series), *Merksätze* (idioms in sentences), poems, and word-building exercises. This book differs from others in two ways: lack of grammatical explanation in each lesson and lack of a vocabulary of new words in each lesson. Most of the grammatical explanation is given in the back of the book under a separate section, and for new words the pupil is forced to use the general vocabulary at the end of the book. These two practices may not appeal to all teachers, because they tend to prevent the pupils from using the grammar-section as freely as they should, and from concentrating on the new words that occur in each lesson.

The book is divided into five major parts. Part One deals with the daily life of the pupil; Part Two, with fables, stories, and fairy-tales. The grammar of these two parts is generally in accord with that of other books and constitutes about one year's work. Part Three deals with *Realien* and contains no grammar-exercises. Part Four deals with history and legends and takes up the grammar usually intended for second-year work. Part Five consists of excerpts from a diary of a trip by a youth-group through southern Germany. It does not contain any

grammar-exercises. Added are a section called *Anhang*, grammar, German-English vocabulary, English-German vocabulary, and the index. The *Anhang* is a series of grammar-exercises based on certain indicated stories in the book and on certain grammar-topics. A good feature of the exercises is that they are based on the reading material. Another attractive feature is the large amount of interesting, cultural reading material.

Although the German-English vocabulary is somewhat long, it contains about 75 percent of the words listed as first-year and second-year high-school words in *Minimum Standard German Vocabulary* by W. Wadeuphl and B. Q. Morgan, published in 1934 and considered the official list of the American Association of Teachers of German. It also contains 97 percent of the words listed by the reviewer in his study of first-year German vocabulary in the *German Quarterly* for May, 1935, page 119. A feature of the vocabulary which I should like to commend is the listing of present and past stems and perfect participles of strong verbs with the infinitive from which each is derived. This practice helps the pupil to associate these forms with the infinitive and he must know the meaning of the infinitive or be forced to look up the meaning of the infinitive in its regular place.

In the preface, the authors state that they have given little or no emphasis to plurals of nouns, the future perfect tense, forms of familiar address, and comparison of adjectives and adverbs. Their reason is that they believe grammatical difficulties to be less than vocabulary-difficulties. Not all teachers will agree with this viewpoint.

The primary aim of the book is to provide material that will enable the pupil to read fluently. Secondary aims are to enable the pupil to understand spoken German, and to use German in simple speech and writing based on reading material. The authors' claim that the book is intended for high school but can be used satisfactorily, with modifications, in junior high school and college as well, is substantiated by the lay-out and the content. An important limitation is that, in a book designed primarily for fluent reading, there should be so few drill-exercises on comprehension and so many on expression. It is true that pupils who can express their thoughts in speech or writing accurately can comprehend others' thoughts accurately, but little provision is made for those students (and most of them fall into this class) who can comprehend accurately but are not able to express themselves accurately.

ARNOLD A. ORTMANN

Clifton Park Junior High School,
Baltimore, Maryland

KRÖGER, TIMM, *Um den Wegzoll*, Edited by John B. Fuller, New York: Prentice-Hall, Inc., 1935. Cloth. xi, 135 pp. Price, \$1.20.

In this delightful masterpiece of shorter novels Timm Kröger is at his best. The editor is to be commended for having brought to the attention of students of German this fine North-German writer whose works are essential to a clear understanding of the diversified character of the German people. *Um den Wegzoll* is probably Kröger's most compact novel. Everything is here "rund und gesund, kernig, knapp und satt." The story deals with an old subject: the quarrel of two peasants over a mere triviality, but seen through objective eyes and depicted by means of an objective art: country, people, their character, the conflict, its cause, development, climax, and solution. People of flesh and blood, heavy and unshakeable, move over the scene and here and there flashes of a wholesome but somewhat dry humor add a colorful tinge to the story.

The text has been very carefully edited. There is a brief introduction and the abundant notes at the foot of each page ought to be of great help to the student. Exercises or questions have not been provided. The vocabulary seems to be complete, taking care of the many Low-German words occurring in the text. The story is suitable for the second year in college or third year in high school.

EUGEN HARTMUTH MUELLER

Ohio University,
Athens, Ohio